Center for Healthy Teen Relationships: Digital Technology & Teen Relationships – *High School Curriculum*

Introduction
The Center for Healthy Teen Relationships is a statewide, Idaho initiative to engage, educate, and empower teens to create healthy relationships and prevent teen dating abuse. The statewide education and prevention strategy also informs parents and adults working with teens on the importance of fostering healthy teen relationships and the prevalence and warning signs of adolescent dating abuse. Partners include the Idaho Coalition Against Sexual & Domestic Violence, St. Luke's Children's Hospital, Idaho Department of Education, Idaho Department of Health & Welfare, American Academy of Pediatrics -Idaho Chapter, Boys & Girls Clubs of Ada County, Boys and Girls Club of Nampa, Central District Health Department, Panhandle Health District, Eastern Idaho Public Health District, Silver Sage Girl Scout Council, Treasure Valley Family YMCA, Nampa Family Justice Center, Idaho Health Educator, Idaho Legal Aid Services, and FACES.

How to use the curriculum
Each presentation has learning objectives to encourage behavioral, cognitive, and attitudinal change. This is an interactive curriculum designed to engage the students and to elicit most of the content from the students through peer group activities. Information that you should read/ask out loud to the students is highlighted in red. Boxes labeled "*Instructor Key Notes*" contain pertinent information that should be studied prior to presenting this session. These boxes contain helpful/useful information that is designed to help to not only answer questions, but facilitate discussions as well. Boxes labeled *"Facilitator Directions"* are outlined in orange and act as a reference guide by providing step by step directions to the facilitator.

Target audience
Grades 9-12 or ages 14- to 19- years-old.

Length of presentation
The minimum recommended amount of time for a single lesson is 45 minutes. It is strongly recommended that the Healthy Relationships and Teen Dating Violence curriculums be taught before the Digital Technology & Teen Relationships, in order to maximize understandings.

Presentation tools
Interactive activities and visual aids help students retain information and are important to many types of learners. The curriculum sets out the tools needed for each activity.

Physical environment
Control your physical environment. Rearrange chairs to encourage participation and the ability to walk around classroom. Physical activity is important to many types of learners.

Student participation
The learning objectives in this curriculum can be achieved through the student participation in the group activities provided. When you call on students, ask their names and then try to use those names. Encourage participation by asking questions and giving positive feedback to participants who give constructive responses. Do not lecture to the teens

Disclosures and Reporting

You may have a disclosure of an unhealthy relationship from a teen – be prepared for disclosures. We highly recommend that you make contact with the school counselor or youth leader prior to your presentation to determine their process for disclosures. Know your obligations and how to report teen dating violence.   Please review document attached to the Teen Dating Abuse for Teens curriculum on teen disclosures and confidentiality. It is critical that if a teen discloses an abusive dating relationship, you connect the teen to an adult in his or her school or youth group that can help.

Reporting and Evaluation

If you give this presentation in or out-of-school, please help us by filling out and faxing in the Center for Healthy Teen Relationships Presentation Reporting Form to (208) 331-0687 or email your report to Kimberly@engagingvoices.org. The reporting form can be found in the back of this curriculum toolkit.

Additionally, for each presentation location and day, please have the class teacher or group leader fill out an evaluation form (found at the back of this curriculum toolkit) and fax it to (208) 331-0687, E-mail it to Kimberly@engagingvoices.org or mail it to Center for Healthy Teen Relationships, 300 E. Mallard Drive, Suite 130, Boise, ID 83706.

Contents of Curriculum

Section	Title	Estimated Time
1	Healthy Relationships	10 Minutes
2	Logging on to Digital Technology & Teen Relationships	10 Minutes
3	Facebook vs. MISTAKEbook! Social Networking & Teen Relationships	10 Minutes
4	Texting & Sexting: Love is Not Always Forever…but pictures are – Draw your Digital Line	10 Minutes
5	Blocking Digital Abuse	10 Minutes
6	Facilitator/Instructor Background Information	

A. Learning Objectives

After completing this lesson, students will be able to:

- Demonstrate the ability to compare and contrast healthy behaviors with unhealthy behaviors in teen relationships.
- Identify definitions and characteristics of healthy and unhealthy relationships.
- Recognize the implications digital technologies may have (cell phones, social networking sites, instant messaging, etc.) on teen relationships.
- Understand what to do if they witness digital dating abuse.
- Demonstrate the ability to help friends who may be in an abusive relationship.
- Understand the risks and social consequences of digital abuse and sexting.

B. Necessary Materials

- DVD player or computer, LCD projector, screen or wall, and speakers for video sound
- That's Not Cool DVD
- Sign: Definition of Healthy Relationships
- Sign: Definition of Unhealthy
- Sign: Abusive Relationships
- Sign: Digital Dating Abuse
- Sign: Teen Dating Abuse
- Tape to put signs on wall or other visible areas
- Digital Jeopardy Activity cards
- Digital Technology and Teen Relationships High School DVD **(DTTR-HS DVD)** (this can be obtained through The Center for Healthy Teen Relationships (Patrick@engagingvoices.org or Kimberly@engagingvoices.org).
- Digital Jeopardy PowerPoint for wrap-up and review(can be obtained through The Center for Healthy Teen Relationships (Patrick@engagingvoices.org or Kimberly@engagingvoices.org)
- White board or flip chart paper with markers
- Prizes (Optional)
- Post-its (all the same color) – anonymous question game
- Education and awareness materials – stickers, buttons, and Responsible Cell Phone Use bookmarks
- Space where students can move freely

C. Pre-Session Preparation

- If possible, arrange room space so chairs/desks are in a circle or semi-circles
- Have plenty of pens or pencils
- Hang definition signs of healthy, unhealthy and abusive relationships, and digital abuse at the front of the room or write the definitions legibly for participants
- Have blank sheet of flip chart paper for Community Agreement Activity
- Have a DVD Player or computer, LCD projector, and speakers for adequate sound and a screen or blank wall to play the DVD "That's Not Cool." Recommend playing all of the two-sided stories. Consider showing the Pressure Pic Problem boyfriend video (strongest one) last. Have group select answers (they often want to see the wrong answers as well).

- If you have internet access and do not have the DTTR-HS DVD, the following videos should be preloaded to save time (e.g., buffering/advertisements). The following videos are available on the DTTR-HS DVD.
    - "It's not ok" (60 sec)"
        - http://www.youtube.com/watch?v=YJvm4OZhkzs&feature=related
    - "The Warning Signs of Digital Dating Abuse"
        - http://www.youtube.com/watch?v=agDzWqt9TZU
    - "Overexposed by Nicholas Chen and Edan Feiberger"
        - http://www.youtube.com/watch?v=TiQH1jhzdWk
    - "Think Before You Post Campaign"
        - http://www.youtube.com/watch?v=rbpKawqA6VQ
    - "Everyone – Think Before You Post (English)"
        - http://www.youtube.com/watch?v=4w4_Hrwh2XI"
    - "2011 Silver Winner, PSA: "How to Create a Safe Password
        - http://www.youtube.com/watch?v=Gf6uFpwJuB4&feature=youtu.be
    - "Your Photo Fate"
        - http://www.youtube.com/watch?v=kiGfpt2hjAE
    - "Dangers of Sexting: What Teens Needs To Know"
        - http://www.youtube.com/watch?v=uFKAFo_etkE

- Have the following charts completed (drawn on flip chart/white)
    - Teen Dating Abuse
    - Digital Dating Abuse
    - Digital Jeopardy (if not using PowerPoint)

- Have educational materials ready to handout at the end of the presentation. For additional materials, contact Micaela@engagingvoices.org.
    - Responsible Use of Cell Phone bookmarks
    - Stickers
    - Buttons
    - Social Netiquette Bookmarks

Digital Technology & Teen Relationships
High School Curriculum

Facilitator Note:

Section 1: *Introduction to Healthy/Unhealthy Relationships* and Section 2: *Teen Dating Abuse* both consist of brief overviews of the information. These two sections should not be substituted for the Center for Healthy Teen Relationship's *Healthy Relationships Curriculum* or the *Teen Dating Abuse – Teen Curriculum*. It is recommended that students participate in the previously mentioned curriculums before participating in the *Digital Technology and Teen Relationships Curriculum*. Section 1 and 2 can be considered optional or used as refresher materials that allow for students to review information pertaining to healthy/unhealthy relationships, along with teen dating abuse in order to connect it to the use of technology and dating abuse.

Group Discussion   **(3 Minutes)**

1. **Ask class to set group agreements for class participations**
   - Ask participants to brainstorm and agree on the most important community agreements
   - Write them on a large paper or chalk/white board

Suggestions:
   - Respect each other's point of view, even if it is different from yours.
   - Raise your hand. Your thoughts are important and we don't want to miss anyone's ideas by having several people talk at once.
   - **Confidentiality. Do not use names or other identifying information when speaking about unhealthy relationships involving friends or family members.**
   - No put downs.

Section 1   (10 Minutes)

Healthy Relationships

Objectives
- Identify the importance of healthy relationships in teens' lives – whether the relationships are with parents, teachers, coaches, family, friends, boyfriends, or girlfriends.
- Recognize the eight characteristics/protective factors of healthy relationships.
- Identify what Digital Dating Abuse is and what it involves.

Materials Needed
- Sign: Definition of Healthy Relationships
- Sign: Definition of Unhealthy
- Sign: Abusive Relationships
- DVD player or computer, LCD projector, screen or wall, and speakers for video sound
- The Digital Dating Abuse High School-DVD

Section Set-up
- Have the three signs posted up in a location in which the students can reference them.

Overview
One of the essential developmental tasks of adolescence is forming a sense of identity. Just like relationships with family and friends, romantic relationships can facilitate the process of youth gaining a greater understanding of who they are and what they value. The formations of healthy relationships help youth establish a sense of identity, developing interpersonal skills, and abilities to provide emotional support. This section sets the foundation for educating youth on healthy and unhealthy relationships.

Group Discussion   (3-5 Minutes)

- Introduce the topic:

  "We are going to begin with a brief discussion on healthy and unhealthy relationships. Can anyone tell me what a healthy relationships looks, feels, or sounds like to you?"

Facilitator Directions

Have students volunteer their responses as to what a healthy relationship is to them. Allow them to use their own words to describe their experiences. To initiate a brief discussion, probe the student's responses with open-ended questions regarding the Protective Factors/Characteristics of Healthy Relationships. (e.g., "*When thinking about relationships, how is fairness and equality important to you?*" Or "*how can someone establish honesty and trust in a relationship?*").

8 Protective Factors/Characteristics of Healthy Relationships

Respect – Are you accepted you for who you are? No one should pressure you into doing things you are not comfortable with such as drinking, drugs, or unwanted physical contact.

Safety – Do you feel safe emotionally and physically? Emotional safety means you feel comfortable being you without fear of being put down. Physical safety means you are not being hurt or pressured into unwanted physical contact.

Support – Do your friends care for you and want what is best for you? Your friends should understand if you can't hang out because you have to study or spend time with family.

Individuality – Do you pretend to like something you don't or be someone you aren't? Be yourself; after all, being an individual is what makes you, you!

Fairness and Equality – Do you have an equal say in your relationships? From the activities you do together to the friends you hang out with, you should have equal say in the choices made in your relationships.

Acceptance – In your relationships, do your friends or girlfriend/boyfriend accept you for who you really are? You shouldn't have to change who you are, or compromise your beliefs to make someone like you.

Honesty and Trust – Are you always honest? Honesty builds trust. You can't have a healthy relationship without trust! If you have ever caught your friend or boyfriend/girlfriend in a huge lie, you know that it takes time to rebuild your trust.

Communication – Do you talk face to face (not just text) about your feelings? Listen to one another and hear each other out. Text messages, Facebook or MySpace messages should be respectful; not mean, hurtful, or inappropriate.

Facilitator Directions

After the students have volunteered their responses regarding what healthy relationships are to them, tell students that you are going to show them a quick video.

Video Wisdom: It's Not Ok   (1 minute)

Play the video in Slide 2 in the CHTR-HS DVD "It's Not Ok"
Or - Go to youtube.com and type in "its not ok" (60 sec)"
- Web Link - http://www.youtube.com/watch?v=YJvm4OZhkzs&feature=related

Video Objective
- This video will give students a visual reference to an instance of teen dating abuse that shows that abuse is not always physical. In addition, this video also demonstrates the notion that abuse not only affects the individuals involved in the relationship, but can also have an effect on friends and family. After the students have viewed the video, begin the group discussion below. Once the students have a better concept of the four types of teen dating abuse, replay the video and ask for them to look for the different types of abuse.

Group Discussion   (5 Minutes)

- In reference to the video, ask the students:
  - What was happening in the video?
  - What was the young man upset about?
  - How did the young female respond?
  - Do this look or sound like a healthy relationship? Why or why not?
    - **Probe questions about the 8 Protective Factors/characteristics**
      - Is there trust in this relationship? Respect? Support?
  - Ask about the younger woman outside of the room. What was she upset about?
    - Mention that dating abuse doesn't just affect the people in the relationship, it affects others as well (e.g., friends, family members, etc.)
- Explain to the students that this video is just one example of an issue "teen dating abuse"
  - Ask for a volunteer to stand up and read the following definition:

    "Teen dating abuse is a pattern of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

Facilitator Directions
Put up the "Prevalence of Teen Dating Abuse Slide" to give students a visual reference of the current prevalence of teen dating abuse.

- Explain to students that 1 in 3 teens that have been in relationships have experiences the most serious forms of dating violence and abuse including sexual abuse, physical abuse, or threats of physical harm to a partner or self.
- In Idaho alone, 8.7 percent of teens reported that they were hit, slapped, or physically hurt by their boyfriend or girlfriend during the past year while 8.8 percent of students have been forced to have sexual intercourse when they did not want to.
- 2 in 5 tweens (11-14) in relationships know friends who have been abused through the use of technology.

Instructor Key Points

- We all have relationships with other people – for example, we have relationships with parents, friends, boyfriends/girlfriends, relatives, coaches, and teachers. It is important to understand the difference between healthy and unhealthy relationships.
- Physical harm does not have to occur for it to be an abusive relationship.
- Abuse can be physical, emotional, verbal, sexual, or digital.
- Abuse can occur in person or through the use of any form of technology like Facebook, texting, etc.
- Abuse can occur to everyone and anyone at any time regardless of wealth, age, gender, race/ethnicity, or popularity.
- Abuse behaviors can happen once, occasionally, or every day.
- If relationships don't feel, look, or sound positive, they may be unhealthy.
- It is your choice as to how you want to be treated in relationships and how you will treat your family, friends, boyfriends, or girlfriends.

Section 2:   (10 Minutes)

Logging on to Digital Technology and Teen Relationships

Objectives
- Recognize the prevalence of the use of technology among adolescent populations
- Identify the pros and cons of the uses of technology

Materials Needed
- DVD player or computer, LCD projector, screen or wall, and speakers for video sound
- The CHTR-HS DVD – "Digital Dating Abuse"

Overview

Teens are increasingly using technology to be entertained and/or keep in touch with their friends, families, and others. According to a recent 2010 study, teens on averages own 3.5 technological devices including cellphones (75%), mp3 players (79%), computers (69%), game consoles (80%), and portable gaming devices (51%)[1]. While technology has greatly improved our abilities to communicate with others, it is also being used to take advantage of others. Digital technology, when in the hands of an abusive partner, is used as tools of power and control. Across America, more and more schools are seeing the advancements in technology being used to cyberbully, harass, intimidate, control, and engaging teens in sexually explicit or inappropriate exchanges

| Activity: (2 Minutes) |
| "IT'S A TECH-I-DEMIC! ": Showing the Prevalence of Technology |

Activity Overview
- This activity allows the students to visualize how prevalent technology is amongst their peers and people they know.

Facilitator Directions

This section asks students a series of questions in which they will answer by standing up out of their seats. After each question is asked, allow time for the other participants to look around and notice the number of students standing. After the students have had enough time to notice the amount of students standing, have everyone sit back in their seats before you ask the next question.

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[1] Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media & mobile internet use among teens and young adults. Pew Internet & American Life Project. Received from http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx.

Ask the following questions to the students:
- I am about to ask you all some questions regarding your use of technology. If the question applies to you, I would like you to quietly stand up.
    - ii. If you frequently use a cell phone, please stand up. (After students stand up, have them sit back down).
    - iii. Who here participates in social networking (e.g., Facebook, MySpace, Twitter, etc.).
    - b. Please stand up if:
        - i. You **KNOW** of someone who frequently uses a cell phone.
        - ii. You **KNOW** of someone who uses a social networking site like Facebook or MySpace – Have students remain standing.

Facilitator Directions

1. Ask the participants to look around and see how many students are standing. (The majority of the student's hands should be in the air). This activity is used to demonstrate how prevalent social networking sites are for teens.

WOW! Look at the number of your peers who are standing right now. This shows how common the use of technology is in your world right now. As you can see, the use of digital technology is common among your peers.

Thank the students for their participation and inform them that they may sit/put their hands down.

Digital Discussion!   (2 Minutes)

Facilitator Directions
Facilitate a group discussion by asking the following questions.

What types of technology do you use to communicate with your friends, parents, boyfriends, or girlfriends?
- Examples may include:
    - Facebook or MySpace
    - Cellphone/text
    - E-mail
    - Skype/Facetime

What are some of the good things about these technologies?
- Examples may include
    - Fun to use
    - Easy to obtain information quickly
    - Can talk to someone when you normally wouldn't be able to do so (e.g., loud location)
    - Good way to keep in touch with people who are far away

What are some of the bad things about these technologies? (How can the use of technology turn a healthy relationship in to an unhealthy relationship?)
- Examples may include
  - Can be used to spread rumors quickly, harass, or bully
  - The information is not necessarily private
  - Can be used to control or manipulate a dating partner

Video Wisdom: Digital Dating Abuse   (3 minutes)

Play the video in Slide 3 in the CHTR-HS DVD "Digital Dating Abuse"
Or go to www.youtube.com and type in "The Warning Signs of Digital Dating Abuse"
- Web link - http://www.youtube.com/watch?v=agDzWqt9TZU

- *Video Objective*
  - This video will set the tone for this lesson. The video is a short visual introductory that will engage students in what dating abuse is and the impact it can have on people. This video also displays some warning signs of digital dating abuse that will help influence teen participating further in the lesson.

Digital Discussion!   (3 minutes)

Instructor(s): Ask for a volunteer to read the definition of digital dating abuse:

"Digital Dating Abuse is when someone uses digital technology as a weapon to hurt someone else. Digital dating abuse occurs in a dating relationship when a partner tries to obtain power and control over the other through the use of technology. Digital dating abuse occurs when the abusive partner uses technology to spy on, harass, control or embarrass a partner in a social community."

What are some examples of how digital dating abuse can happen?
- Probe students responses with examples such as:
  - Texting/calling/messaging the other person all the time to "checkup" on them
  - Monitoring their Facebook wall, text messages, or phone calls to see who the other has been communicating with
  - Deleting friends off their Facebook or other social networking site (SNS)
  - Posing as the partner online, messaging mean things to their friends, altering their profile
  - Encouraging the other person to create video's or take pictures of themselves and texting them
  - Taking previously sent photos or messages and using them to blackmail the other into doing something

- o Directing the other to use four square[2] or to check in on Facebook so the abuser knows exactly where their partner is at all times.
- o Bullying, harassing, or getting others to involved to participate in these behaviors

Keeping these examples in mind, where can digital dating abuse occur?
- Examples may include:
  - o Cell phones
  - o Social networking websites such as Facebook or Twitter
  - o Home computers or personal tablets
  - o School Computers
  - o Laptops

Instructor Key Points
- Encourage the participants to think "outside the computer [box]" and not just focus on how these examples work through sources such as MySpace or Facebook.
  - o More and more, teens are becoming early adopters to new and innovative technologies.
  - o Adolescent relationships do not always occur face-to-face.
  - o It is not uncommon for teens to be in relationships with individuals they have only met online.
- Inform students that digital technology abuse doesn't always occur in dating relationships.
- It can also occur through other types of relationships that were previously brought up.

Section 3:   (10 Minutes)

Facebook vs. MISTAKEbook! *Social Networking & Teen Relationships*

Objectives
- Identify the role social networking sites play in healthy/unhealthy relationships
- Understand how social networking sites can be used as a method of power and control
- Recognize the importance of strong passwords

Materials Needed
- DVD player or computer, LCD projector, screen or wall, and speakers for video sound
- That's Not Cool DVD – The Break In
- The CHTR-HS DVD
  - o "Facebook Ruin Resumes"
  - o "Think Before You Post"

Overview

With social media sites becoming increasingly popular adolescent's lives, teens witness a wide range of behaviors online. A Facebook profile can be the location of a budding romance or an online battleground for conflict. Messages and posts that are exchanged online can quickly be transferred offline in to reality.   In addition, face-to-face conversations that occur at school or other offline activities can continue virally where they are then amplified with comments, photos, and videos. When a conflict arises, some teens may feel the need to display their issues online, while others feel the need to discuss their concerns in a more private setting through messages or Facebook chat. Either way, social media spaces can be part of an unhealthy relationship. Eight in ten teens who are online (80%) now use social media networking sites such as Facebook and MySpace[12]. Facebook is the dominant site among teens with 94% having an account on Facebook while only 24% have a MySpace.

Digital Discussion – Social Netiquette   (4 Minutes)

Ask the students:
- What are the positive aspect of social networking sites
  - o Examples may include:
    - Great way to keep in touch with people
    - Fun to chat, play games
    - Learn about upcoming events
    - Learn and know when people's birthdays are

- When thinking about social media sites and technology, what kinds of behaviors can occur in unhealthy relationships?
  - Examples may include:
    - Sending messages over the Internet or with a cell phone that are intended to make someone feel, embarrassed, angry, sad, or scared
    - Posting someone's photo without permission
    - posting mean and cruel comments on someone's page
    - Tell a trusted adult

Video Wisdom – The Break In   (3 Minutes)

- **Play "The Break In" from the That's Not Cool DVD**
- **Play both the Boyfriend and Girlfriend scenarios, or if time is limited, only the girlfriend video.**

Video Objective

- This video was developed by thatsnotcool.com which is a national advertising campaign that empowers teens to address digital dating abuse. This particular video *The Break In* is an interactive video that allows teens to grasp a visual reference to how social networking sites play a part in unhealthy relationships. This video also addresses other common behaviors that are involved in unhealthy relationships such as jealousy, disrespect, fairness and equality, and lack of communication.

Instructor Key Notes
- Explain to students that the Internet & social networking sites are not always the best places to post what's every on your mind, or upload every photo that is taken.
- Remind them that photos and status updates are seen by a lot more people than you think, and can potentially affect future milestones such as job and/or college opportunities
- Emphasis the idea that

Facebook and Future Employment   (2 minutes)

Play the video in Slide 3 in the CHTR-HS DVD "Facebook Ruins Resumes"
Or go to www.youtube.com and type in "Overexposed by Nicholas Chen and Edan Freiberger"
- Web link - http://www.youtube.com/watch?v=TiQH1jhzdWk

Video Objective

- This video will engage teens through a real life scenario involving an employer checking a potential applicant's Facebook before an interview. This will show teens that even though they may look good on paper, the images and post they put on Facebook could potentially affect their futures in the long.

Facilitator Directions
Finish this section by playing the "Think Before You Post Video".

Video Wisdom: Think Before You Post   (1 minute)

Play the video in Slide 4 in the CHTR-PP "Think Before You Post"
Or go to www.youtube.com and type in "Everyone – Think Before You Post (English)"
- Web link - http://www.youtube.com/watch?v=4w4_Hrwh2XI

Video Objective
- This video allows teens to visualize what happens to information once it is posted online. This video encourages teens to be careful and think before posting personal information on a social networking site. This video also demonstrates situations in which an abuser can use personal information to obtain power and control over a dating partner. This video acts as an excellent transition to the next section.

Instructor Key Points
Ask teens what they think are some helpful tips to avoid digital drama via social networking sites?
- Examples may include:
  - Don't add "friends" to your list if you don't know them
  - Don't reply to, or click on a link in, an IM from someone you don't know face-to-face
  - Don't post inappropriate comments or photos online – everyone sees them
  - Block or report mysterious behaviors or cyberbullies.
  - If you are going to chat with someone online that you don't know face-to-face, make sure it's on Web sites that monitor the content
  - Don't have usernames that include private or personal information (e.g., KelseyF13ID – Kelsey – Female - 13 years old, Idaho)
  - Do not answer questions that make you feel uncomfortable
  - Don't meet someone face-to-face that you have only talked to online without a parent or guardian

Section 4   (10 Minutes)

Texting & Sexting: *Love is not always forever…but pictures are - Drawing your digital line*

Objectives
- Identify what textual harassment is along with sexting
- Analyze examples of textual harassment
- Develop and understanding of why people sext
- Recognize the signs of unfair pressure in a romantic relationship
- Distinguish when texting becomes textual harassment
- Understand and know how to protect oneself from textual harassment

Materials Needed
- DVD player or computer, LCD projector, screen or wall, and speakers for video sound
- That's Not Cool DVD – Text Monster & Textual Harassment
- The CHTR-HS DVD:
  - "Pressure Pic Problem"
  - "Your Photo Fate"

Digital Discussion!   (2 Minutes)

- Can anyone tell me what textual harassment is?
  - Examples may include:
    - Constantly texting someone
    - Sending or posting messages on Facebook or MySpace
    - Asking where someone is all the time, whom they are with, what they are doing
    - Using technology to annoy or harass someone
    - Constant messages on Facebook Chat
    - Texting someone at night while they are trying to sleep
- How does texting someone become too much and turn into harassment?
  - Is it the amount of times they text you?
  - Is it what the other person is saying in the text messages?
    - Does it have to be only words or can it be photos or videos?
- How do you handle these kinds of texting problems?
  - Ignore them?
  - Try to keep up and text them back?
  - Tell them to stop or chill out?
  - Talk to a trusted adult?

Let's look at these videos and see what choices you would make

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Facilitator Directions
Play the That's Not Cool DVD: Text Monster.

Video Wisdom – Text Monster	(3 Minutes)

- Play "Text Monster" from the That's Not Cool DVD
- Play both the Boyfriend and Girlfriend scenarios, or if time limited, only the girlfriend video.

Video Objective

- This video was developed by Thatsnotcool.com which is a national advertising campaign that empowers teens to address digital dating abuse. This particular video *Text Monster* is an interactive video that allows teens to grasp a visual reference to how cellphones and textual harassment play a part in unhealthy relationships. This video also addresses other common behaviors that are involved in unhealthy relationships such as jealousy, disrespect, fairness and equality, and lack of communication.

Video Wisdom: Textual Harassment	(1 Minute)

- Play "Textual Harassment" on the That's Not Cool DVD

Video Objective

- This video gives another good visual representation regarding textual harassment and is effective for the transition into the section on "sexting"

Instructor Key Notes
After the teens have watched the two videos, ask them for their ideas on what to look out for when it comes to Textual Harassment…Examples may include:
- Constant texting or calls asking "where r u?," "who r u with?," or "what r u doing?"
- Feeling like you have answer or respond to texts or calls right away.
- Being annoyed by the constant interruptions.
- Being anxious or afraid to be without your phone.
- Not being allowed to answer your phone – even when it is your parent/caregiver – when you are with your friends/BF/GF.
- Feeling pressured to always be around your phone, even with friends, or while sleeping.
- Being anxious or afraid to be around your phone or to turn it off.
- Being pressured to send inappropriate texts/pics/videos

Digital Discussion	(2 Minutes)

Facilitate a discussion by asking the following:
- Can anyone tell me what sexting is?

- o Examples may include:
    - Sending naughty photos
    - Talking dirty through text messages
    - Talking dirty via Facebook chat
- How is sexting harmful to both people in a relationship?
    - o Examples may include:
        - Potential to ruin a romantic relationship (trust issues, emotional/psychological abuse, blackmail).
        - Potential impact on friendships (If your friends see a naked photo of you or they know you are engaging in sexting, do their opinions change?
        - The photo could reach a family member (losing trust from parents, awkward situations, conversations with family members).

Facilitator Directions
Below is a series of recommended video supplements for this particular session.
Facilitator Instructions. It is recommended that the facilitator play all the videos in order to give students a visual representation of the various results/consequences that come with sexting. Although it is recommended that the facilitator show all videos, the facilitator may choose from the selection based off time. Before playing the That's Not Cool DVD: Pressure Pic Problem, obtain permission from the teacher before playing this video in the sense that it uses the word "junk".

Video Wisdom: Pressure Pic Problem   (3 Minutes)

- - **Play "Pressure Pic Problem" from the That's Not Cool DVD**
- - **Play both the Boyfriend and Girlfriend scenarios, or if time limited, only the girlfriend video.**

Video Objective
- This video was developed by That's Not Cool.com which is a national advertising campaign that empowers teens to address digital dating abuse. This particular video *Pressure Pic Problem* is an interactive video that allows teens to grasp a visual reference to how sexting plays a part in unhealthy relationships.

Video Wisdom: Your Photo Fate   (2 minute)

Play the video in Slide 8 in the CHTR-PP "Your Photo Fate"
Or - Go to youtube.com and type in "Your Photo Fate"
- Web Link - **http://www.youtube.com/watch?v=kiGfpt2hjAE**

Video Objective
- The video centers on a boy asking a girl to send him a photo of her. The girl is allotted the choice to either say "Okay" or "No Way." This short clip walks students through the results of both decisions.

Instructor Key Notes

Explain to the students that using a cell phone or the internet to talk inappropriately or send photos and/or videos can have serious consequences. Sexting makes relationships unhealthy and can lead to serious issues in their social life. Mention that once a photo or text is sent, it's gone forever and they have no control over where it ends up. Emphasize that if social consequences are not enough, the legal aspect of it is going to be worse! Remind them SEXTING IS ILLEGAL!

Section 9 (5 Minutes)

Blocking Digital Abuse

Objectives
- Distinguish methods of reporting digital dating abuse
- Identify how to block a person on a social networking site
- Determine how to get help if experiencing digital dating abuse

Materials Needed
- The number for The National Teen Dating Abuse Helpline **(1-866-331-9474)**

Overview

There are various reasons as to why people do not report abuse. In most cases, victims of crimes fail to report at all. There are a lot of barriers that stand in the way of reporting abuse and because technology is everywhere, this can be increasingly difficult. Reporting abuse can be increasingly complicated and oftentimes takes a lot of courage to do. This section will help students understand the importance of reporting and blocking individuals that may be creating digital drama.

Digital Discussion (5 Minutes)

Facilitate a discussion by asking the following:

- If someone is using technology to abuse you, your friends, or others, what should you do?
    - o Examples may include:
        - Tell a trusted adult (parent(s)/caregiver, teacher, coach, school resource officer [SRO])
        - Talk to the school's or a personal counsellor
        - Block/report them
        - Call the National Teen Dating Abuse Helpline on the wall **(1-866-331-9474) (you should post this on the wall where teens can see/write it down.**

Instructor Key Notes
- Encourage students to call the National Teen Dating Violence Abuse Helpline to get help and information to help them or a friend if they are not able to talk to a parent/caregiver or an adult they trust.
- Inform the students that "*if they are worried for their safety or the safety of a friend who is in an unhealthy or abusive relationship, there are people here at the school they can talk to (e.g., trusted adults, staff, or counsellors).*

- Can anyone tell me how to report or block someone who *keeps abusing you or others through social media sites like Facebook or MySpace?*
    - Examples may include
        - Go to their profile page and click "report/block this person"
        - Provide the website with a reason (nudity, imposter, harassment, bullying)
- Can anyone tell me what a bystander is?
    - Examples may include:
        - Someone who stands by or witnesses something occur
        - Someone who intervenes in some way to help someone else

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Instructor Key Notes

Explain to students that passive bystanders are individuals that choose to do nothing, while active bystanders do something to help. Explain to students that they should be able to apply the information learned in this lesson to become active bystanders. If they have a friend who is constantly having to answer their phone or is experiencing some form of digital abuse, students can act as active bystanders to help someone and educate them.

- By acting as an active bystander, what are some ideas you could do when you see someone writing something mean on someone's social networking site?
- Examples may include:
    - Tell the person to stop
    - Post something to divert the mean comment like saying you like their profile picture.
    - Encourage the victim to report or block the abusive person
    - Let the victim know that you are there for them and listen
- Has anyone here ever had to report digital abuse or acted as a digital bystander? If so, what happened?
    - Remind students to about confidentiality

Facilitator Background Information
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Teen Dating Abuse Overview

During middle school, many youths start engaging in romantic and/or sexual relationships for the first time - previously known as dating. There is growing evidence that adolescent romantic relationships are significant for individual adjustment and development[3]. Advances in the science of adolescent brain development indicate that this is a period of social emotional learning and empathy maturity. These are the years when the transition from childhood to adulthood begins, new peer and social influences come into play, and jealousy, anger, and pressure to conform are felt in more powerful and personal ways. Attitudes and behaviors learned at home, from peers, and from popular culture take root and manifest in adolescents' relationships. Research has shown that early adolescence is the critical time when prevention - including policies to promote healthy relationships and prevention, intervention, treatment, and response to unhealthy or abusive relationships - must begin[4].

Adolescent relationships exist on a wide spectrum - ranging from broader peer groups (e.g., friends on social networking sites or other acquaintances) to spending time with others in smaller groups. With recent and everlasting advancements in technology, Dating or romantic relationships can occur throughout this spectrum. Based off the various forms of interactions that occur in adolescent's lives, relationships throughout this spectrum can also range from healthy, unhealthy, abusive, all the way to violent. Adolescent girls are more likely than adult women to be victims of intimate partner violence and to suffer both minor and severe injuries as a result of that violence[5]. Furthermore, adolescents 12 to 19 years old experience the highest rates of rape and sexual assault[6]. In fact, rates of physical, emotional or verbal abuse experienced by adolescent girls greatly exceeds estimates of other youth exposure to violence[5]. According to the CDC, 1 in 5 women and nearly 1 in 7 men who experienced rape, physical violence, and/or stalking by an intimate partner, first experienced some form of violence between 11 and 17 years of age.

Over the past ten years, there has been a growing field of research that demonstrates a clear link between adolescent dating abuse and risk behaviors. Teen victims of physical dating violence are more likely than their non-abused peers to smoke, use drugs,

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[3] Collins, W.A., Welsh, D.P., & Furman, W. (2009). Adolescent romantic relationships. *Annual Review of Psychology, 60*(1), 631-52.

[4] National Center for Injury Prevention and Control (U.S.). (2011). *Dating matters^{TM}: Strategies to promote healthy teen relationships*. Atlanta, Ga.: Dept. of Health and Human Services, CDC, National Center for Injury Prevention and Control, Division of Violence Prevention.

[5] Davis, A. (2008). *Interpersonal and physical dating violence among teens*. Oakland, Calif.: National Council on Crime and Delinquency.

[6] Truman, J.L., & Rand, M.R. (2010). *Criminal victimization 2009*. U.S. Department of Justice Bureau of Justice Statistics. Retrieved from http://bjs.ojp.usdoj.gov/content/pub/pdf/cv09.pdf.

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engage in unhealthy diet behaviors, engage in risky sexual behaviors, and attempt or consider suicide[7]. Data from the National 2005 Youth Risk Behavior survey showed that girls who considered suicide were one and a half times more likely to report being victims of physical dating violence. Girls who reported dating violence were also more likely to report sad/hopeless feelings and consider suicide[7].

Digital Dating Abuse Overview

Teens are increasingly using technology to be entertained and/or keep in touch with their friends, families, and others. According to a recent 2010 study, teens on average own 3.5 technological devices including cellphones (75%), mp3 players (79%), computers (69%), game consoles (80%), and portable gaming devices (51%)[8]. While technology has greatly improved our abilities to communicate with others, it is also being used to take advantage of others. Digital technology, when in the hands of an abusive partner, is used as tools of power and control. Across America, more and more schools are seeing the advancements in technology being used to cyberbully, harass, intimidate, control, and engaging teens in sexually explicit or inappropriate exchanges.

The same methods of power and control that are generally common in abusive relationships extend to these new advancements in technology. Because technology is so prevalent and allows us to be connected 24/7, one expectation is that others will respond back to digital communications immediately. One partner may try to establish control over a relationship with their partner by continuously checking in with them via text message or social media to see where they are or who they are with. Abusive partners may manipulate the situation by informing their partners that they want to check into know that they are safe and that they care about them. According to Liz Claiborne Inc.'s Tech Abuse Relationships Study, 30% of teens who have been in a relationships say they've been text messaged 10, 20, 30 times within an hour by a partner wanting to know where they are, what they're doing, or who they're with[9].

Because teens generally have access to technology at almost a constant rate, this reality makes it easier for partners to engage in textual harassment by repeatedly texting their partners and expecting an immediate response. They demand to know what their partner is doing, how much they are missed, and require them to check in with either

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[7] Futures Without Violence. (2010). *Family violence prevention fund - The connection between dating violence and unhealthy behaviors.* Retrieved from http://www.futureswithoutviolence.org/userfiles/file/Teens/The_Connection_Between_Dating _Violence_and_Unhealthy_Behaviors_FINAL.pdf.

[8] Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media & mobile internet use among teens and young adults. Pew Internet & American Life Project. Received from http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx.

[9] Teenage Research Unlimited, Liz Claiborne Inc. & The National Teen Dating Abuse Helpline. (2008). Tween and teen dating abuse.

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them or on a social media site every few minutes. In addition, it is not uncommon for teens to sleep right next to their phones. This is unhealthy since it allows for an abusive individual to contact them in the middle of the night and expect the victim to wake up and accommodate their needs. A recent study showed that 1 in 6 teens admitted to having communication with their partners between 10 and 30 times an hour between midnight and 5:00am[10].

Other technological advancements such as social networking sites or GPS devices have allowed for abusive individuals to spy, track, and monitor their partners every move. While passwords may be guarded closely by some teens, others feel the need to share them as a signal of intimacy and trust. Although password sharing is common among older teens (14-17), it is most prevalent among users of social networking sites[10]. According to a recent 2011 study, 1 in 3 teens have shared their password with a friend of significant other. Passwords can not only be guessed, but saved on devices by users.

When an abusive individual has possession of their partner's password, the results can be disastrous. Not only will the person be able to monitor their partners photos and comments, but potentially pose as them and comment or upload inappropriate materials of their own. Jealous and suspicious individuals will be able to delete their partner's friends and post cruel comments on other's social networking sites under false pretenses. Not only should students change their passwords every six months, but should develop strong passwords that are long, include numbers and symbols, and are not easily identified by others (e.g., favorite sport, school name, nicknames).

What is Digital Dating Abuse?

Digital dating abuse occurs in a dating relationship when a partner tries to obtain power and control over the other through the use of technology[11]. Digital dating abuse is when someone uses digital technology as a tool to repeatedly monitor, harass, control or embarrass someone else.

Digital dating abuse can occur at anytime and anywhere technology is available. With the advancements in technology, digital abuse can occur on a wide spectrum. The possibilities are endless as an abusive individual(s) can use a school computer to hack into someone's social networking site or repeatedly check in on their partner with the use of a cellphone. Depending on the knowledge and creativity of an abusive individual(s), any digital device can be used to have power and control over another person.

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[10] King-Ries, A. (2011). Teens, technology, and cyberstalking: The domestic violence wave of the future?. *Texas Journal of Women & the Law, 20*(2), 131-164.
[11] Liz Claiborne and the Family Violence Prevention Fund (2009). Love is not abuse: High school curriculum. Retrieved from http://loveisnotabuse.com/web/guest.

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Although cellphones and social networking sites are most commonly used to abuse others, gaming devices such as Xbox Live, PlayStation Portables (PSP) are also used to harass others by identification theft and posing. Technology continually advances and with every new device or software update, abusers are allowed a multitude of opportunities to attack their partners. Education about healthy relationships is extremely crucial for middle and high school students, especially in regards to digital dating abuse. Students should be able to recognize and identify warning signs and tactics of digital dating abuse not only in the lives of their friends, but in their own as well. It is also imperative that students are aware of what do should situations arise and help them understand safe and effective strategies of response.

Sexting

Sexting is the sending of provocative or sexual images or messages through the use of a mobile phone or other technological device. Although a large majority of teens of all ages own cell phones, sexting generally occurs with older populations (14-18)[12]. Although the reasoning behind why adolescents engage in sexting is rather ambiguous, studies have noted that teens of all ages have varying attitudes towards this endeavour. Some teens report that sexting is a way to get another person's attention, while others mentioned that sexts are sometimes used as a "sexy" present for their partner[13]. Sexts are also used to flirt with another person or are used in response to peer pressure, especially when it comes to romantic relationships[14]. In addition, some teens report opinions relating to sexting as a method of safe sex in that they are not being sexually active and/or are delaying intimacy[15].

Sexting can have serious unforeseen consequences for young people. Not only is it illegal, but it can also affect adolescent's social and online reputations. Once a person sends a "sexy" picture of themselves, they have no control over who receives the picture (e.g., close friends, people at school, teachers, parents, grandparents, etc.) or where the picture ends up (e.g., social networking sites or inappropriate websites). Oftentimes in abusive relationships, an abuser will use a sext as blackmail to get whatever they want.

Sexting may also be considered a criminal offence, even if all parties are willing participants. Sexual images of young people under the age of 18 may be considered child pornography and carry charges related to the creation and distribution of child pornography, even if the participants are willing. One notable incident in Florida left 18-

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[12] Lenhart, A., (2009). Teens and sexting: How and why minor teens are sending sexually suggestive nude or nearly nude images via text messaging. Pew Internet & American Life Project. Received from http://www.pewinternet.org/~/media//Files/Reports/2009/PIP_Teens_and_Sexting.pdf.

[13] *Id*. at 10

[14] *Id.* at 12

[15] *Id.* at 11

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year-old Philip Alpert listed as registered sex offender for the next 25 years after he was convicted of sending nude images of his 16-year-old girlfriend to family and friends after an argument[16].

According to a recent 2012 national study[17], 2.5 precent of youth had appeared in or created nude or nearly nude pictures or videos. However, this percentage is reduced to 1.0% when the definition is restricted to only include images that were sexually explicit (ie, showed naked breasts, genitals, or bottoms). Of the youth who participated in the survey, 7.1% said they had received nude or nearly nude images of others; 5.9% of youth reported receiving sexually explicit images. Few youth distributed these images. According to the 2011 Idaho Youth Risk Behavior survey, 30.2% of students sent or received a nude or semi-nude image of themselves or some else via email or text.

Blocking Digital Dating Abuse with Bystanders

A bystander refers to individuals who notice a behavior or situation that could lead to something bad, and are faced with the choice to help or do nothing. When it comes to the term bystander, there are two kinds: Passive and Active[18]. Passive bystanders are individuals that choose to do nothing, while active bystanders do something to help.

Abusive individuals generally do not want to cause a scene and tend to hide their abusive behaviors through various methods (e.g., arguing behind closed doors, harming them in places where bruises will not show up on the body, and controlling them through technology). Unfortunately for the rest of us who are willing to put a stop to the abusive behaviors, oftentimes, incidents do not always occur in our presence. Abusive individuals are manipulative in that they will try to hide their behaviors from bystanders or stage it in a way that is does not appear as abuse. That being said, educators should encourage students to be knowledgeable of the warning signs of abusive behaviors and unhealthy relationships. By being aware of changes in behaviors that are typical in abusive relationships (e.g., withdrawal from friends, family and activities, change in appearance, increased nervousness around partner, etc.), students will be able to intervene in a situation to make sure someone remains safe.

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[16] *Id.* at 12

[17] Mitchell, K. J., Finkelhor, D., Jones, L. M., & Wolak, J. (2012). Prevalence and characteristics of youth sexting: A national study. *Pediatrics, 129*(1), 13-20.

[18] Katz, J., Heisterkamp, H. A., & Fleming, W. M. (2011). The social justice roots of the mentors in violence prevention model and its application in a high school setting. *Violence against Women, 17*(6), 684-702.

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Witnessing any type of abuse whether it is verbal, physical or digital can leave a person with mixed feelings in terms of responding. As members of our current society, speaking up against the social norms can oftentimes be difficult. Because teens are constantly trying to find their own identities and feel accepted amongst their peers, standing up for someone or intervening in awkward situations such as abuse are almost taboo! Teens may fear embarrassment or retaliation, or have no idea what to say when they want to speak up. All of these emotional responses are understandable and make it difficult to intervene.

There has been a vast amount of research that has been conducted to determine barriers to bystander intervention during situations of abuse[19]. Common themes have been identified that ultimately reduce the likelihood that a bystander will intervene.

- **Someone else will take care of it**: We are more likely to help someone if we are by ourselves. When there are more people around, we assume someone else will help
- **Doesn't want to cause any drama**: We don't want to risk being embarrassed when we try to help out and the situation turns out to be an emergency or I do something wrong
- **Unsure or Misreading Situations**: Sometimes we can't determine if a situation is an emergency. In order to determine whether it is, we look around at others and see how they are responding. If they aren't, we don't
- **They deserve it**: We're less likely to help if we perceive the person to be responsible for his/her misfortune
- **Don't know what to do**: We are less likely to intervene if we don't have a clue as what to do or say. If we are educated on intervention skills or see someone else modeling the behavior, we are more likely to intervene ourselves.

Everyone has different personalities that correlate with various methods of how we handle situations. Obviously someone who is very shy will not be as likely to stand up to someone they don't know. While anyone can be a bystander, an **active bystander** is one who recognizes a problem and decides to intervene in a way that feels safe and appropriate for him or her. No two interventions will look the same, because there is no "right way" to be an active bystander. What is important is that something is done to report the abuse or help the target instead of nothing at all.

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[19] Coker, A. L., Cook-Craig, P. G., Williams, C. M., Clear, E. R., Garcia, L. S., Hegge, L. M., & Fisher, B. S. (2011). Evaluation of green dot: An active bystander intervention to reduce sexual violence on college campuses. *Violence against Women, 17*(6), 777-796.

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Remind the students that reporting is pertinent for the safety of others. Because technology allows for others to feel more at ease in social situations when it comes to awkward situations, reporting call allow for increased anonymity. It is important to express to students that when something is reported, the identity of the person reporting the abuse is not given to the person being reported. When it comes to methods of reporting at school, considering setting up an anonymous tip line where active bystanders can anonymously report incidence to the school about situations involving unhealthy relationships or digital abuse.

Center for Healthy Teen Relationships
Community Education Reporting Form
Please return form <u>after each event</u> to
<u>Micaela@engagingvoices.org</u>,
or fax to 208-331-0687

Presenter: _____ **Agency:**_____

Address:_____**Phone:**_____

Email: _____

1. Total number of education events provided (minimum 10 person/event _____

2. Date of Presentation:_____

3. Name of Organization:_____

4. Address of Presentation:_____ **City:**_____

5. Did anyone who attended the presentation come from a rural community: Yes   No

6. Number of people educated (Use the category that is most descriptive of the people attending the education event)

People educated (actual number/category)

_____Child care providers
_____Community advocacy groups (NAPCA, NAACP, NAMI)
_____Community businesses (retail stores, pharmacies)
_____Community groups (service or social groups)
_____Community members (unaffiliated adults)
_____Educators and/or school administrators
_____Elementary school students
_____Faith-based groups
_____Middle and high school students
_____Parents or guardians
_____University or college students
_____Victims/survivors (do not count psycho-education groups)
_____Other (specify):

7. Topics of education events

_____Healthy Friendships (_____grade)
_____Healthy Relationships (_____grade)
_____Teen Dating Violence- Teens (6-12 grade)
_____Teen Dating Violence- Adult
_____Other (must be approved under project): _____

8. Materials handed out (estimate quantities)

_____Teen Dating Violence brochure
_____Parent handbook
_____Stickers Buttons
_____Other

For questions on the Idaho Teen Dating Violence Project or this form,
contact the Idaho Coalition Against Sexual & Domestic Violence 1-888-293-6118