



Grade 10 Sample Lesson Plan: Cyber Tattoo

SOLs

- List examples and describe the risks of having personal information accessible to others online.

Objectives/Goals

- By using a website evaluation tool, students will determine if their selected website is a valid and reliable website.
- Students will list at least three behaviors that will be classified as a Class 1 misdemeanor in Virginia in relation to taking and sending photos of minors.

Materials

- [Website Evaluation Checklist](#)
- [Accessing Information Worksheet](#)
- [Cyber Tattoo Student Assignment](#)
- Computer with internet

Procedure

- Have students go to this Virginia website and check the validity of the site by using the Website Evaluation Tool
- Once the validity is tested of the website, students will answer the questions for the following Accessing Information worksheet
- Students will choose one of the remaining assignments in the Cyber Tattoo student assignment and complete that assignment.
- Students will complete the reflection sheet from the Cyber Tattoo student assignment

References

- Melanie Lynch, M.Ed. State College Area High School



Go to the following [Link](#) and then use this website to answer the questions below.

List at least three behaviors that will be classified as a Class 1 misdemeanor for any person in Virginia who commits these crimes with malicious intent

How long is the jail sentence for these crimes?

What actions will turn this into a Class 6 felony and how long is the jail sentence for these crimes?

What should you do if you get an e-mail from a person or business that you don't know?

What is Phishing and what are the consequences of it?

List some examples of cyberbullying and what one should do if they are the recipient of cyberbullying.

What are some hazards of cyberbullying?

What are the risks of posting photos or videos online?

What are 5 safeguards recommended by The National Center for Missing and Exploited Children?

When is it illegal to take and/or post an image?

What is sexting and how common is it?


What are the consequences of sexting?

How can a student avoid trouble with sexting?


What can one do to stay safe online?

Health National Education



National Standard	Skill Ques
	<ul style="list-style-type: none"> • Use complete, factual information. • Be sure the facts are accurate. • Show relationships among ideas. • Make factual conclusions about health.













	<ul style="list-style-type: none"> • Identify sources of information • Explain how to find the needed help • Explain what type of help the source offers • Explain why it is a good source
	<ul style="list-style-type: none"> • Demonstrate habits that contribute to health • Describe or demonstrate specific first aid and safety techniques

	<ul style="list-style-type: none"> ● Identify strategies to avoid or manage unhealthy or dangerous situations ● List the steps in the correct order if applicable
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	<ul style="list-style-type: none"> ● Show a variety of influences ● Show both internal and external influences ● Explain the complexity of influences ● Show how the influences affect health choices
	<ul style="list-style-type: none"> ● Show dialogues that express needs, ideas and opinions ● Be clear and organized ● Show effective ways to say no ● Use appropriate and effective verbal and nonverbal strategies <ul style="list-style-type: none"> ○ I messages ○ Body language ○ Appropriate tone ○ Attentive listening

National Standard	Skill Ques
  <p>Decision Making</p>	  <ul style="list-style-type: none"> • Show all of making process • Identify the decision to be made • Identify options and possible consequences • State the decision clearly • Evaluate and reflect on the decision
  <p>Goal Setting</p>	<ul style="list-style-type: none"> • Show all the steps in a goal setting process • Write a clear goal statement • Be sure the goal is realistic • Make a plan for meeting the goal • Show how to evaluate and adjust the plan if needed.
  <p>Advocacy</p>	  <ul style="list-style-type: none"> • To a healthy choice • Explain why the stand taken is good for health • Use information to support the choice • Show awareness of the audience for the message • Be persuasive • Show conviction about the message

MISSION: **POSSIBLE**

All students will be responsible for completing the website detective (AI) and Just the facts ma'am (CC) portion of this assignment. Then, you may choose *one* of the other 6 assignments. You will be doing a total of 3 of the 8 sections of this assignment..

 	<p>Just the facts, Ma'am</p>
 	<p>The Analyzer</p>
 	<p>You D.E.C.I.D.E</p>



Keep your goals away from Trolls	Action Jackson
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Website Detective

Scenario: You have just been hired as the lead research assistant to the local District Attorney's office. They have been seeing a dramatic increase in teenage sexting in the Virginia area and want to deal with this problem at the judicial level. Your job is to research if <http://www.virginiarules.com/virginia-rules/technology-and-you>, which has current information about sexting and the law, is a valid and reliable website.

Task: You are going to be the lead researcher of your team to gather crucial valid and reliable information about sexting laws. Your research must be accurate because you are the foundation of the entire class project.

You must:

- Use the [Website Evaluation Checklist](#) to determine if the [site](#) is a credible source.



- If the site is valid and reliable, continue on to find the answers to your research using this [worksheet](#) as your guide.
- Using your newfound skills, Search the internet to find a different site that has information on sexting laws that would be helpful for your report
- Use correct spelling, grammar and conventions of writing
- Submit your [worksheet](#) and [Website Evaluation Checklist](#) to your teacher.



Just the Facts, Ma'am.

Scenario: You and your partner are detectives on the sexting taskforce. You two will be a team completing this part of the project as well as the Accessing Information (AI) part of the project. You have a very important job as your information will be the foundation of the next part of your next project. Good luck.

Task: After you and your partner have determined if your website is valid and reliable, research the following items on the [worksheet](#) and then make a Google Slides Presentation with the information

You must:

- Have already completed the [Website Evaluation Checklist](#) to determine if the site is a credible source.



- If the site is valid and reliable, continue on to find the answers to your research using this [worksheet](#) as your guide.
- Work with your partner and search the internet to find another valid site that has information on sexting laws that would be helpful for your report.
- Make your Google Slides engaging and informative
- Use correct spelling, grammar and conventions of writing
- Submit your [worksheet](#) and Google Slides into Google Classroom.



Ask The Expert

Scenario: In your Health class you have been reading about and discussing sexting. You have learned some information that you did not know about sexting, especially about some of the legal consequences and how it can interfere with school success and your future. You find yourself wishing you had known some of the dangers associated with sexting when you were in middle school so you could have talked to your friends and warned them of the pitfalls.

Task: You are going to write a letter to a middle school student about the dangers and consequences of sexting. The letter must include information about the following:

- The impact sexting has on one's physical, emotional and social health
- How Sexting will impact their success once in high school and beyond



- Describe three strategies to becoming a healthy digital citizen.
- Dispel at least 1 myth about sexting in your letter

You must:

- Write it in letter format
- Strongly encourage abstinence from sexting
- Have at least 4 paragraphs
- Use correct spelling, grammar and conventions of writing
- Submit your project into Google Classroom.



The Analyzer

Scenario:

Survey

Task: You are brought into this project because of your great analytical skills. You are going to analyze how sexting can affect all aspects of a young person's life.

You must Analyze the following:

How would sending





Right to Refuse

Scenario:

Task: Write a script and act using refusal skills

You must:

- 5





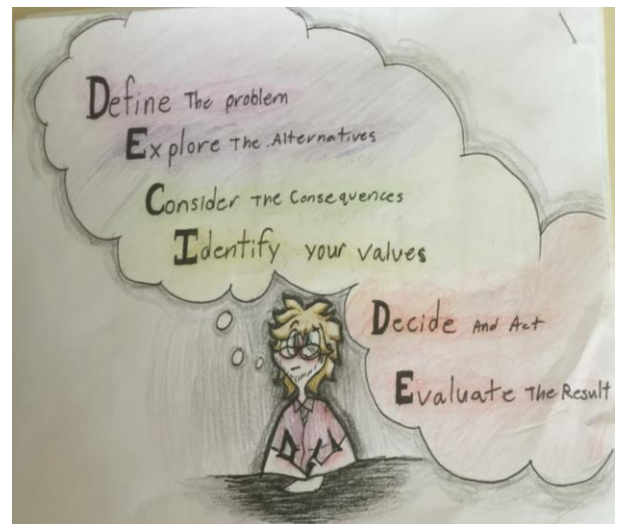
You D.E.C.I.D.E.

Scenario: You have had a crush on Alex since Freshman year. They have asked you for your cell phone number and wants to hang out with you. You have hung out a few times and text each other every day. You now are even walking to class with each other every day. Alex starts asking for nude pictures.

Task: Using the D.E.C.I.D.E. model, type up the possible outcome(s) of this scenario

You must:

- Se





Keep your Goals away from Trolls

Task: Write out a SMART goal and then analyze how sending an inappropriate pic will affect your goal(s)

You must:

- 5



Action Jackson

Scenario: You were hired as the class director. Your video editing skills and your ability to direct a project are second to none.

Task: You are going to create a PSA highlighting the negative effects of sexting. The PSA will be in video format.

You must:

- Write a storyboard of your PSA and get it approved.
- Use information from the the CC and the AI portion of this assignment to get valid and reliable information for your PSA
- Film and edit your PSA and then convert it into an mp4



- **Have your PSA between 1–2 minutes**
- **Highlight at least 5–7 facts about sexting into your PSA**
- **Submit your PSA into Google Classroom.**



Reflection

Rubrics

Concepts		Skills	
4	The response is complex, accurate and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.	4	The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill
3	the response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies	3	The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
2	The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.	2	The response shows some evidence of the ability to apply skills; the response may have inaccuracies or be incomplete.
1	The response addresses the assigned task but provides little or no accurate information about the relationships between health and concepts.	1	The response shows little or no evidence of the ability to apply health skills.



WHAT PARENTS

SHOULD KNOW ABOUT

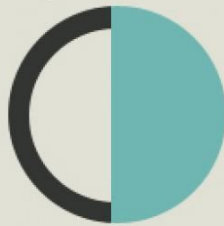
SEXTING

Sexting is the main cause of pregnancies according to the teenage pregnancy statistics

BOYS & GIRLS

Girls do more Sexting than boys. 53% of teens who sext are girls

53%



while only 47% of sexters are boys.

40% of all teenagers have posted or sent sexually suggestive messages.

NUDE PHOTOS & VIDEOS

20%



of teens have sent or posted nude or semi-nude photos or videos of themselves



MESSAGE SHARING

17%



of sexters share the messages they receive with others, and 55% of those share them with more than one person

RELATIONSHIP

15%



of teens who have sent or posted nude/semi-nude images of themselves send these messages to people they have never met, but know from the Internet





WEBSITE EVALUATION WORKSHEET

Name of website _____

URL of website _____

Date accessed _____

Is the information reliable?		
	YES	NO
Is the author an expert in their field?		
Is the site sponsored by a reputable organization or expert?		
Are the sources of information stated? Can you verify the information?		
Is the author listed and can you contact the author for clarification?		
Is the author biased?		
Does the author present information you think is wrong?		
Does some information contradict information you found elsewhere?		

Is the information useful?		
	YES	NO
Is the information available in other formats?		
Is it easy to recognize the purpose of the site?		
Is the information fact or opinion?		
Has the site been recently updated?		
Does the site contain links to more information?		

Format and presentation		
	YES	NO
Does the title of the page tell you what it is about?		
Is the site easy to use?		
Does the page take a long time to load?		
Are there photographs or graphics and are they of good quality?		
Can you be sure the photographs haven't been changed? If you're not sure, should you accept them as true?		
Can you tell easily the target audience?		
Is the site easily browsable or searchable?		
Are there errors in spelling or grammar?		

Accessibility		
	YES	NO
Are there dead links?		
Is this a fee based site? Can non-members still access part of the site?		
Must you register with a username and password before using the site?		

Other tips
Check the header and footer for author information and date posted or updated
Is there a tilde ~ in the URL? This usually indicates a personal web directory rather than an organization's web site
Compare the web site to others
Compare the information to that found in other sources (database, encyclopedia, book)
Is the information on the web site useful for your project? If not, what can you do next?

Using the information you collected above, write a paragraph explaining why you would or wouldn't recommend this site to a friend for use with a project.

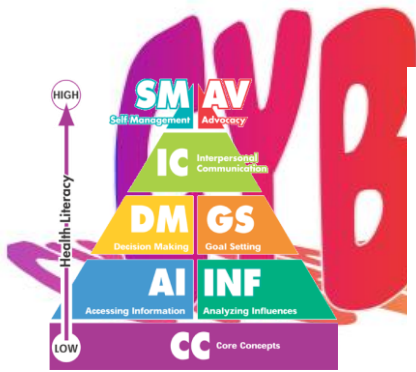
Resources:

Schrock, Kathy. "Critical Evaluation of a Website: Middle School Level."

<http://school.discoveryeducation.com/schrockguide/pdf/evalmidd.pdf>.

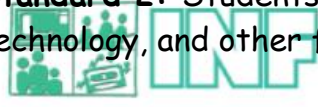
USM Libraries. "Checklist for Evaluating Web Resources."

<http://library.usm.maine.edu/research/researchguides/webeval.php?ID=0.>



Standard 1: Students will comprehend *concepts* related to health promotion and disease prevention to enhance health.

Standard 2: Students will *analyze the influence* of family, peers, culture, media, technology, and other factors on health behaviors.



Standard 3: Students will demonstrate the ability to *access* valid *information* and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use *interpersonal communication* skills to enhance health and avoid or reduce health risks.



Standard 5: Students will demonstrate the ability to use *decision-making* skills to enhance health.

Standard 6: Students will demonstrate the ability to use *goal-setting* skills to enhance health.

Standard 7: Students will demonstrate the ability to *practice health-enhancing behaviors* and avoid or reduce health risks.



Standard 8: Students will demonstrate the ability to *advocate* for personal, family, and community health.

