

## Social Media and Sexting Intervention Program

\*A curriculum for teens to help them understand their behaviors can have serious consequences and develop goals and objectives for self-value and healthy relationships.\*

Developed by: Bryan Wright

Supported by: Reach Counseling

Grades Targeted: 6-12

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## ALIGNMENT OF INSTRUCTIONAL CONTENT TO WISCONSIN-APPROVED STANDARDS

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WEEK ONE: Men and Women in Today's Society

WEEK TWO: Media Influences (Hypersexualization of Today's Society)

WEEK THREE: Self-Esteem & Rebranding Your Self-Worth

WEEK FOUR: Offender-Based Trauma Education

WEEK FIVE: Laws / Consequences and Future Goals

### ABOUT ALIGNED STANDARDS:

- School Counselor Standards are ASCA Mindsets & Behavior - 6th Grade-Adult - (WCSCM Standards)
- Informational Technology Standards (ITLs) are based on *Grades 6th - 12th bands*
- Social Emotional Literacies (S-E-Ls) are *based on Grades 6th - 8th bands*

Standards Crosswalk Curated by

Jessie Sloan and Kaye Henrickson

CESA #4 [www.cesa4.org](http://www.cesa4.org)



## WEEK ONE: Men and Women in Today's Society

### ACTIVITIES:

1. *The Boxes We're Put In*
2. *Peer Pressure*
3. *Fear vs. Respect*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

### THEMES

Stereotype  
Emotions  
Culture  
Discrimination  
Society/Social Norms  
Values/Beliefs/Behaviors

### SCHOOL COUNSELOR STANDARD(S)

### ITL (Information Technology Literacy) STANDARD(S)

### S-E-L (Social Emotional Literacy) Competencies

Behavior - Self-Management 2. Demonstrate self-discipline and self-control  
(Can be applied to all WCSCM Standards)

#### **Empowered Learner**

*EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.  
(EL1.b.3.m)*

#### **Emotional Development Domain**

##### Self-Awareness:

1. Learners will be able to recognize and label a variety of complex graded emotions in self and others

Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility  
(A2, D2, I3)

#### **Computational Thinker**

*CT1: Students develop and employ strategies for understanding and solving problems.  
(CT1.a.3.m)*

#### **Self-Concept Domain**

##### Self-Awareness

8. Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.

Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility  
(A1, A2, A3, B1, B2, C1, E1, I3)

#### **Digital Citizen**

*DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world.*

#### **Social Competence Domain**

##### Social Awareness

14. Learners will be able to, with adult guidance, begin to notice that other children

<p>Behavior - Social Skills 3. Create relationships with adults that support success (A2, B1, C1, D1, D2, F2, G2, G4, H2, I3, I4)</p> <p>Behavior - Social Skills 8. Demonstrate advocacy skills and ability to assert self, when necessary (A1, A2, A3, C1, E1, F1, G2, G3, G4, I3, I4)</p>	<p><i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. (DC1.a.8.m, DC2.a.3.m, DC2.c.8.m)</i></p> <p><b>Knowledge Constructor</b> <i>KC1: Students critically curate a variety of digitals and resources and diverse resources. (KC1.a.9.m, KC1.b.5.m)</i></p> <p><i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. (KC2.b.5.m, KC2.b.6.m)</i></p> <p><b>Innovative Designer</b> <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. (ID1.b.3.m)</i></p> <p><b>Creative Communicator</b> <i>CC1: Students communicate clearly and express themselves for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. (CC1.a.3.m)</i></p> <p><b>Global Collaborator</b> <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i></p>	<p><i>and families do things differently. WMELS Domain IV C EL.2</i></p> <p><u>Relationship Skills</u> <i>15. Learners will be able to engage in healthy and rewarding social interactions and play with peers. WMELS Domain II C EL.2</i></p> <p><u>Social Awareness/Relationship Skills</u> <i>23. Learners will be able to attempt a new skill when encouraged and supported by a safe and secure environment. WMELS Domain IV A EL.2</i></p>
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	<p><i>(GC1.a.3.m)</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.</i></p> <p><i>(GC2.b.3.m)</i></p>	
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## WEEK TWO: Media Influences (Hypersexualization of Today's Society)

### ACTIVITIES:

1. *Waaake Uuppp!!!*
2. *Memory Recall*
3. *Who's to Blame*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

### THEMES

Objectification  
Hypersexualization  
Re-victimizing  
Desensitization  
Society norms  
Evaluate impact  
Problem-solving/solutions and outcomes  
Self-concept  
Advocate/personal safety  
Pressure

<u>SCHOOL COUNSELOR STANDARD(S)</u>	<u>ITL (Information Technology Literacy) STANDARD(S)</u>	<u>S-E-L (Social Emotional Literacy) Competencies</u>
Behavior - Social Skills 4. Demonstrate empathy (A2, D2, I3)	<b>Empowered Learner</b> <i>EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals. (EL1.c.3.m)</i>  <i>EL2: Students understand the fundamental concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot technologies. (EL2.a.3.m)</i>	<b>Emotional Development Domain</b> <u>Social Awareness</u> <i>5. Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.</i>  <i>6. Learners will be able to recognize expressions of empathy in society and communities.</i>
Behavior - Learning Strategy 9. Gather evidence and consider multiple perspectives	<b>Digital Citizen</b> <i>DC1: Students recognize the right,</i>	<b>Self-Concept Domain</b> <u>Self-Awareness/Social-Awareness</u> <i>9. Learners will be able to identify how family</i>

to make informed decisions (Can be applied to all WCSCM Standards)	<i>responsibilities, and opportunities of living, learning, and working an interconnected digital world.</i> (DC1.a.7.m, DC1.a.8.m, DC1.a.9.m, DC1.b.8.m, DC1.b.9.m)	and culture impact their thoughts and actions.
Behavior -Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1, A2, A3, B1, B2, C1, E1, I3)	<i>DC2: Students will demonstrate and understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> (DC2.c.9.m)	<b>Social Competence Domain</b> <u>Social Awareness</u> 14. Learners will be able to identify discrimination of individuals and groups based upon perceived differences.
Behavior - Learning Strategy 1. Demonstrate critical-thinking skills to make informed decisions (A1, A2, A3, B1, B2, C1, E1, I3)	<b>Knowledge Constructor</b> <i>KC1: Students critically curate a variety of digital tools and diverse resources.</i> (KC1.a.7.m, KC1.a.9.m, KC1.b.5.m, KC1.b.6.m)	<u>Decision Making</u> 20. Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.
Behavior - Social Skill 9. Demonstrate Social maturity and behaviors appropriate to the situation and environment (Can be applied to all WCSCM Standards)	<i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.</i> (KC2.a.3.m, KC2.b.5.m, KC2.b.6.m)	<u>Social Awareness</u> 21. Learners will be able to identify how social norms for behavior vary across different settings and within different cultures.
Behavior - Self-Management Skills 9. Demonstrate personal safety skills (F1))	<b>Innovative Designer</b> <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.</i> (ID1.a.3.m)	<u>Decision Making and Relationship Skills</u> 22. Learners will be able to identify the impact of their decisions on personal safety and relationships.
	<b>Global Collaborator</b> <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i> (GC1.a.3.m)	

	<p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities</i></p> <p><i>(GC2.b.3.m)</i></p>	
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## WEEK THREE: Self-Esteem & Rebranding Your Self-Worth

### ACTIVITIES:

1. *Post It or Ghost It*
2. *Snap It or Instagram It*
3. *Self-fulfilling Prophecy*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

### THEMES

LPP - Likes Per Post  
Self-Worth  
Self-Esteem  
Authenticity  
Personal Identity  
Ghosting  
Qualities  
Connections with others

### SCHOOL COUNSELOR STANDARD(S)

### ITL (Information Technology Literacy) STANDARD(S)

### S-E-L (Social Emotional Literacy) Competencies

Behavior - Social Skills 4. Demonstrate empathy  
(A1, A2, A3, B1, B2, D1, D2, E1, F1, G2, G3, I3)

#### Empowered Learner

*EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.  
(EL1.a.6.m)*

#### Emotional Development Domain

##### Social Awareness

6. Learners will be able to recognize expressions of empathy in society and communities.

Behavior - Self-Management Skills 5. Demonstrate perseverance to achieve long and short-term goals  
(A1, A2, A3, B1, B2, D1, E1, F2)

#### Digital Citizen

*DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world.  
(DC1.a.7.m, DC1.a.8.m, DC1.a.9.m, DC1.b.9.m)*

#### Self-Concept Domain

##### Self-Awareness

7. Learners will be able to use optimism and a "growth mind set" to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop.

Behavior -Social Skills 5. Demonstrate ethical decision-making and social responsibility

*DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing*

8. Learners will be able to self-reflect on their values and beliefs and how their behaviors



(A1,A2, A3, B1, B2, C1, E1, I3)	<p><i>intellectual property. (DC2.c.8.m, DC2.c.9.m)</i></p> <p><b>Knowledge Constructor</b>  <i>KC1: Students critically curate a variety of digital tools and diverse resources. (KC1.a.9.m, KC1.b.6.m)</i></p> <p><i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others. (KC2.b.5.m)</i></p>	<p><i>relate to those values and beliefs.</i></p>
Behavior - Social Skills 6. Use effective collaboration and cooperation skills (A1, A2, A3, C1, D2, G2, G3, H2, I3, I4)	<p><b>Innovative Designer</b>  <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking. (ID1.b.3.m)</i></p> <p><b>Computational Thinker</b>  <i>CT1: Students develop and employ strategies for understanding and solving problems. (CT1.a.3.m, CT1.c.3.m)</i></p> <p><b>Creative Communicator</b>  <i>CC1: Students communicate clearly and express themselves for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. (CC1.a.3.m)</i></p> <p><i>CC2: Students publish and present content customized for their audience(s), purpose(s), and task(s). (CC2.a.3.m)</i></p>	<p><b>Social Competence Domain</b>  <u>Relationship Skills</u>  <i>19. Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences.</i></p>

	<p><b>Global Collaborator</b></p> <p><i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams. (GC1.a.3.m, GC1.b.3.m)</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities (GC2.a.3.m)</i></p> <p><b>Global Collaborator</b></p> <p><i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i></p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.</i></p>	
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## WEEK FOUR: Offender-Based Trauma Education

### ACTIVITIES:

1. *Inflated Ego and Self Desire*
2. *Four Blanket Emotions*
3. *Deviant Mentality and Destructive Behaviors*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

### THEMES

Grooming  
Boundaries  
Distorting  
Coping  
Emotions/Feelings  
Behavior  
Self-Esteem  
Self-Importance  
Ego  
Perception  
Influence  
Process  
Thought pattern  
Action plan

### SCHOOL COUNSELOR STANDARD(S)

Behavior -Self-Management Skills 2.  
Demonstrate self-discipline and self-control  
(Can be applied to all WCSCM Standards)

Behavior - Self Management Skills 7.  
Demonstrate effective coping skills when  
faced with a problem  
(A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, H3, I4)

### ITL (Information Technology Literacy) STANDARD(S)

#### **Empowered Learner**

*EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.  
(EL1.a.5.m, EL1.a.6.m, EL1.b.3.m, EL1.d.3.m)*

#### **Digital Citizen**

*DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected*

### S-E-L (Social Emotional Literacy) Competencies

#### **Emotional Development Domain**

##### Self-Management

*2. Learners will be able to express their emotions in an appropriate and respectful manner using a variety of modalities (e.g., verbal and nonverbal).*

*3. Learners will be able to identify what triggers a strong emotion and apply an appropriate calming or coping strategy to*

Behavior - Social Skills 4. Demonstrate empathy (A2, D2, I3)	<p><i>digital world.</i> (DC1.a.8.m)</p> <p><i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> (DC2.a.3.m, DC2.c.8.m)</p>	<p><i>defuse the emotional trigger.</i></p> <p><u>Social Awareness</u> 6. Learners will be able to recognize expressions of empathy in society and communities.</p>
Behavior - Self-Management Skills 6. Demonstrate ability to overcome barriers (A1, A2, A3, B1, B2, D1, D2, E1, F1, G2, G3, I3)	<p><b>Knowledge Constructor</b> <i>KC2: Students produce creative artifacts and make meaningful learning experiences from curated knowledge for themselves and others.</i> (KC2.a.3.m, KC2.b.5.m, KC2.b.6.m)</p>	<p><b>Self-Concept Domain</b> <u>Self-Awareness/Self-Management</u> 11. Learners will be able to identify successes and challenges, and how they can learn from them.</p>
<p>Behavior - Social Skills 4. Demonstrate empathy (A2, D2, I3)</p> <p>Behavior -Social Skills 7. Use leadership and teamwork skills to work effectively in groups (A1, A2, A3, B1, C1, D1, D2, G2, G3, H2, I3, I4)</p> <p>Behavior - Social Skills 3. Create relationships with adults that support success (A2, B1, C1, D1, D2, F2, G2, G4, H2, I3, I4)</p> <p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1, A2, A3, B1, B2, C1, E1, I3)</p>	<p><b>Innovative Designer</b> <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.</i> (ID1.a.3.m, ID1.b.3.m)</p> <p><i>ID2: Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.</i> (ID2a.3.m, ID2.b.3.m)</p> <p><b>Computational Thinker</b> <i>CT1: Students develop and employ strategies for understanding and solving problems.</i> (CT1.c.3.m)</p> <p><b>Creative Communicator</b> <i>CC1: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles,</i></p>	<p><b>Social Competence Domain</b> <u>Social Awareness</u> 12. Learners will be able to show respect for other people's perspectives.</p> <p>13. Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships.</p> <p><u>Relationship Skills</u> 15. Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships.</p> <p><u>Decision Making/Social Awareness/Relationship Skills</u> 24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</p>

	<p><i>formats, and digital media appropriate to their goals.</i> (CC.1.a.3.m, CC1.c.3.m)</p> <p><i>CC2: Students publish and present content customized for their audience(s), purpose(s), and task(s).</i> (CC2.a.3.m)</p> <p><b>Global Collaborator</b></p> <p><i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i> (GC1.a.3.m, GC1.b.3.m, GC1.c.3.m)</p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.</i> (GC2.a.3.m)</p>	
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## WEEK FIVE: Laws / Consequences and Future Goals

### ACTIVITIES:

1. *The Greatest Illusions*
2. *Real Life Cases*
3. *Potential Future*
4. *Social Media/Sexting Final Exam*

Begin: Define vocabulary

End: Discussion questions and follow-up questions

### THEMES

Sexual Predator  
Sexual Harassment  
Statutes  
Perpetrator  
Rationalization  
Justification  
Mindset  
Perspective  
Decisions  
SMART Goals  
Feedback  
Active listen  
Self Aware  
Impact future

### SCHOOL COUNSELOR STANDARD(S)

Behavior - Social Skills 4. Demonstrate empathy  
(A2, D2, I3)

### ITL (Information Technology Literacy) STANDARD(S)

#### **Empowered Learner**

*EL1: Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.  
(EL1.a.6.m, EL1.d.3.m)*

*EL2: Students understand the fundamental*

### S-E-L (Social Emotional Literacy) Competencies

#### **Emotional Development Domain**

##### Social Awareness

*5. Learners will be able to provide support and encouragement to others through perspective taking, empathy, and appreciation for diversity.*

<p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1,A2, A3, B1, B2, C1, E1, I3)</p> <p>Behavior - Learning Strategy 7. Identify long and short-term academic, career and social/emotional goals (A1, A2, A3, B1, B2, E1, F1, G1, H1, H2, I1, I2, I4, I5)</p>	<p><i>concepts of technology operations and demonstrate the ability to choose, use, and troubleshoot current technologies.</i> (EL2.a.3.m)</p> <p><b>Digital Citizen</b> <i>DC1: Students recognize the right, responsibilities, and opportunities of living, learning, and working an interconnected digital world.</i> (DC1.a.7.m, DC1.b.8.m)</p>	<p><b>Self-Concept Domain</b> <u>Self-Awareness</u> <i>8. Learners will be able to self-reflect on their values and beliefs and how their behaviors relate to those values and beliefs.</i></p> <p><u>Self-Management</u> <i>10. Learners will be able to consistently set attainable, realistic goals, and persist until their goals are achieved.</i></p>
<p>Behavior - Social Skills 4. Demonstrate empathy (A2, D2, I3)</p> <p>Behavior - Social Skills 8. Demonstrate advocacy skills and ability to assert self, when necessary (A1, A2, A3, C1, E1, F1, G2, G3, G4, I3, I4)</p> <p>Behavior - Social Skills 9. Demonstrate Social maturity and behaviors appropriate to the situation and environment (Can be applied to all WCSCM Standards)</p> <p>Behavior - Social Skills 6. Use effective collaboration and cooperation skills (A1, A2, A3, C1, D2, G2, G3, H2, I3, I4)</p> <p>Behavior - Learning Strategy 1. Demonstrate critical-thinking skills to make informed decisions (Can be applied to all WCSCM Standards)</p>	<p><i>DC2: Students will demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</i> (DC2.a.3.m)</p> <p><b>Knowledge Constructor</b> <i>KC1: Students critically curate a variety of digital tools and diverse resources.</i> (KC1.a.7.m, KC1.a.8.m, KC1.b.5.m)</p> <p><b>Innovative Designer</b> <i>ID1: Students use a variety of digital tools and resources to identify and solve authentic problems using design thinking.</i> (ID1.a.3.m)</p> <p><i>ID2: Students use a variety of technologies within a design process to create new, useful, and imaginative solutions.</i> (ID2.a.3.m, ID2.b.3.m)</p> <p><b>Computational Thinker</b> <i>CT1: Students develop and employ strategies for understanding and solving problems.</i></p>	<p><b>Social Competence Domain</b> <u>Social Awareness</u> <i>12. Learners will be able to show respect for other people's perspectives.</i></p> <p><u>Relationship Skills</u> <i>16. Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas.</i></p> <p><i>17. Learners will be able to recognize and respond appropriately to constructive feedback.</i></p> <p><i>18. Learners will be able to work cooperatively and productively in a group and overcome setbacks and disagreements.</i></p> <p><u>Decision Making</u> <i>20. Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of wellbeing for oneself and others.</i></p> <p><u>Decision Making/Social</u></p>

<p>Behavior - Social Skills 5. Demonstrate ethical decision-making and social responsibility (A1, A2, A3, B1, B2, C1, E1, I3)</p>	<p>(CT1.a.3.m, CT1.c.3.m)</p> <p><b>Creative Communicator</b>  <i>CC1: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.</i>            (CC1.c.3.m)</p> <p><b>Global Collaborator</b>  <i>GC1: Students use digital tools to broaden their perspective and enrich their learning with culturally responsive practices by collaborating and working effectively with local and global teams.</i>            (GC1.c.3.m)</p> <p><i>GC2: Students use digital tools to connect with a global network of learners and engage with issues that impact local and global communities.</i>            (GC2.a.3.m)</p>	<p><u><i>Awareness/Relationship Skills</i></u>  <i>24. Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community.</i></p>
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