

Anti-Sexting Persuasive Campaign

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Executive Summary

With accessibility to the Internet, social media, and smartphones growing every day, sexting has never been easier for students. Benny and the Nuggs' case required a deep dive into the problematic sexting behaviors of high school students and produce and implement an anti-sexting campaign for East De Pere and Green Bay West high schools.

After analyzing both audiences thoroughly, it was found that although students from East De Pere and Green Bay West come from different socioeconomic backgrounds, they would ultimately have similar motivations for participating in sexting. The largest differences in motivation was found to be between genders of the students. Findings suggest that high school aged males see sexting as a platform to brag about their “trophy”, whereas high school aged females see sexting as a way to deepen and strengthen their relationships.

Benny and the Nuggs created a campaign in efforts to reduce the number of high schoolers participating in sexting. The campaign, X Out Sexts is paired with a hashtag #XOS that will be encouraged for students to use on social media. This hashtag will also aid in monitoring the use, reach, and effectiveness of this campaign. There will also be a poster campaign titled, “What’s NeXt For Your SeXt?” that will be implemented throughout both high schools. Further detail of the campaign is provided later on in this paper.

Introduction

The case given to Benny and the Nuggs was to improve the current efforts within schools by developing an informational campaign to adequately persuade East De Pere High School and Green Bay West High School students to not sext. The group compiled over 100 facts on the situation, distinguished audience analysis for each high school, and utilized methods and theories to properly analyze a students perception of the situation. Each task performed was to develop a comprehensible and beneficial campaign to resonate with high school students. This paper will discuss the rationale behind each method performed as well as the campaign that was formulated from each method.

Case Overview

Benny and the Nuggs were assigned the following case: “The U.S. government is deeply concerned about the incidents of “sexting” in high schools. Although a campaign has been launched, the government is not entirely satisfied with the results. You have been asked to improve the current efforts and to develop a local information campaign for East De Pere High School and Green Bay West High School students.”

Sexting Definition

The group began by researching already pre existing definitions of sexting. The best definition that was found was that of the United States Supreme Court. This definition was then used as a base for the campaign. The United States Supreme Court defines sexting as the act of transmitting sexually explicit messages, primarily through the use of technology. The messages usually contain illicit photographs, video links, and/or text-style messages depicting the person

sending them. They can be sent from one person to another, and sometimes they may be sent to mass recipients.

Audience Analysis

When given the case, the two audiences given were East De Pere High School students and Green Bay West High School students. In order to properly understand how to create a beneficial campaign, the group had to analyze the audiences to create the best outcome to thoroughly persuade each student to not sext. The group analyzed their demographics, psychographics, and primary influencers. Next, the group compiled enough information to adequately create a KISS chart, also known as know, infer, so what to do and so what not to do.

To start off with East De Pere High School students demographics, there are a total of 1,356 students enrolled within grades 9 through 12, which are 14 to 18 year-olds. This school is 90 percent white with 10 percent minority with a graduate rate of 98 percent. There are 46 percent females and 54 percent male at this high school. As for their psychographics, there are higher family incomes within this school, a very low minority rate, and a successful graduate rate. Therefore, the influencers of these students are parents, principals, upperclassmen and peers.

As for Green Bay West High School students, there are a total of 912 students enrolled from grades 9 through 12 and 50 percent are minority. Unfortunately, these students are at a 70 percent economic disadvantage. The test scores are averaged much lower than the Wisconsin state average and there is an 81 percent graduation rate. There are 49 percent male and 51 percent female at Green Bay West. As for their psychographics, the students in this school have a relatively lower family income, lower education level, and a large minority presence compared

to the Wisconsin state average. Therefore, the influencers of this audience are guidance counselors, parents and peers.

KISS

To properly acquire the appropriate information for each audience, Benny and the Nuggs used the KISS chart tool to know, infer, so what to do, and so what not to do for each group. Using this method let the group brainstorm and think accordingly to each individual student's need.

When researching East De Pere High School students, the group knows that they have a higher average rate of white enrollment compared to the Wisconsin state average as well as higher average graduation rate over the state. Therefore, it is inferred that there are higher average family incomes and these students are more likely to go to college since they are concerned about their futures. The group also inferred that these students know about sexting, have sexted before, or know of someone that has performed the act. These parents are more likely to be involved and present in their student's life. So, the group is going to make sure to talk about the lasting impact on careers and futures due to the act of sexting. The group is going to demonstrate the effects on their future successes and ensure the parents are aware of the situation at hand. The group is not going to ignore the impact of their future since it is important to these students. The group is not only going to focus on the students, but is going to involve faculty, staff, and parents. The group is not going to assume all parents/influencers are aware of the situation but also not going to assume all students are involved in the act of sexting. However, the group is not going to assume all parents will stop their child from sexting.

As for Green Bay West High School students, the group know that they receive lower test scores than the Wisconsin state average, most economically disadvantaged, and almost 20 percent of the students do not graduate from high school. Benny and the Nuggs can infer these students are less likely to continue their education after high school and they will not necessarily be persuaded by numbers and statistics due to low test scores. It is also inferred that they have sexted before or they know of someone who has, and it is common that the parents are not as likely to be involved. So, the group is going to emphasize that this situation can happen to anyone, no matter the gender or race of an individual. The group is going to demonstrate the outcomes of past students prosecuted and use peers to influence against sexting. The group is not going to introduce a course as a graduate requirement, however, will also not be using statistics/numbers since there are low test scores within this school. Benny and the Nuggs will not be assuming the parents will be willing to help or appropriately influence their child(ren) not to sext, but also not be assuming all students sext.

Retrieving information for demographics, psychographics, influencers as well as performing the KISS chart method, it is concluded this information assisted Benny and the Nuggs to properly analyze each audience. Each task performed for each audience gave suitable insight and knowledgeable perception of the situation we were about to focus on. The next steps taken after audience analysis were to decipher our strategic plan for the campaign.

Limitations

The first point of gathering research for this case was to contact both East De Pere and Green Bay West High Schools to see what their sexual education curriculum included and to see if and how sexting was covered. Green Bay West High School did quickly respond with their

unwillingness to participate and provide Benny and the Nuggs with any information concerning any information about their curriculum. East De Pere High School did not provide a response to the email request from Benny and the Nuggs.

Previous Campaigns

In order to create an effective campaign, Benny and the Nuggs looked at previous campaigns that have already been put into place. The group analyzed two campaigns that have already been active: Now Matters Later and a poster produced by Safernet.

The Now Matters Later is a campaign that was implemented in Los Angeles to educate grades 6 through 12 on the dangers of sexting. This campaign also teaches instructors on how to handle having conversations about sexting with the students as well as coaching the students on different ways to say no to potential sexting situations. Benny and the Nuggs chose to emulate this campaign by including education for teachers as well as present this program multiple times throughout their students academic career.

Safernet produced a poster that demonstrates the reach that a text can attain with the slogan, “The Internet can’t keep a secret. Keep your privacy offline.” The poster portrays a female in the process of taking a suggestive selfie in the mirror. Within the mirror, there is a series of other individuals that are looking at her as she takes this suggestive photo. It depicts the dangers of a selfie and shows just how far a sext can spread from just the intended recipient.

Theory of Reasoned Action (Fishbein)

When beginning to analyze the beliefs of high school students, Benny and the Nuggs chose to divide the high school students by gender rather than school. The group understands that the beliefs and attitudes of East De Pere High School students differ from those of Green Bay West High School students, but beliefs and attitudes differ even more between high school males and high school females. This decision led the future campaign decisions of the group.

First, the group identified beliefs and attitudes held by both genders. The first belief held by college students is that sending a sext is illegal at their age. Their attitude toward this belief is that sexting has no major consequences. The group decided this was the most intense attitude held by high school students giving this rating a positive 8 with an importance of 7 out of 10. The second identified belief is that sexts are not private. A high school students attitude toward this is that my sexts are only going to be seen by the person that I'm sending them to. Although the lowest intense feeling by high school students, at a positive 6, the group determined that this attitude was the most important to high school students, giving it a 9 out of 10. The final belief that the group identified is that sexts are permanent, however high school students believe that sending a sext will not have any affect on their future. This attitude, the group felt, was middle of the pack and received a positive 7 rating for intensity, but this was not extremely important to high school students and was given a 5 out of 10 for importance.

The social norm for high school students is that sexting is very common in high school settings. This social norm was given an 8 out of 10 in terms of weight on a high school students decision to sext. Benny and the Nuggs identified the attitude toward behavior as "I am unaware of the potential consequences that could result from sexting" and assigned this a weight of 7 out

of 10. The group determine that the behavior for high school students is that they believe sexting is okay because they are unaware of the consequences that come with this action. After having a brief understanding of the attitudes and beliefs held by both genders, it is important to identify those that are gender specific.

The following attitudes and beliefs are ones that the group identified as being more influential on the decision of a male student to sext. The first belief is that sexting will draw attention the person sending it. A high school male is going to feel that if I send a sext, girls are going to be more attracted to me. The group felt as though this was the least intense of the 3 identified beliefs with a rating of positive 6 and an importance rating of only 5 out of a possible 10. An additional belief is that people who sext are more likely to be sexually active. High school males have that attitude that if they sext, girls are going to want to have sex with them. The group saw this as the most intense attitude and the most important giving it an intensity rating of a positive 9 and a 9 out of 10 in regards to importance. The final belief is that sexts are more commonly done by those students perceived as “popular.” A high school male is going to have the attitude that if sexting is going to make them seem cooler by others. Intensity wise, the group gave this a positive 7 and a high importance rating of 8 out of 10.

The social norm for high school males is that they sext more often for sexual purposes and this heavily weighed on their decision to send a sext. For weight, the group gave this attitude a 9 out of 10. A little less effective is the attitude toward the behavior, high school males focus more on how sexting can benefit them, rather than hurt them. This too weighted heavily on their decision to send a sext, but a little less than the social norm, with an 8 out of 10. As for the actual behavior, high school males too often look at how a sext will affect their reputation and how

people perceive them rather than how it will affect them personally and the consequences it may have.

Benny and the Nuggs then identified some beliefs and attitudes held specifically by females in a high school setting. The first identified belief is that sending a sext will make them seem more appealing to men. The attitude associated with this is that males will be more likely to want to date a female if they send a sext. This attitude received a positive 6 from the group in terms of intensity and 7 out of 10 rating for importance. The second belief is that sexting is often done in relationships. A high school female is going to have the attitude toward this belief that if they send a sext, it is going to cause their boyfriend to love them more. This attitude was seen as extremely intense by the group, with a rating of positive 8 and a 9 out of 10 in terms of importance. The final belief is that sexting can drastically affect someone's confidence. The attitude toward this is that sending a sext is going to make a high school female more confident based on the feedback that she will get from males. This was the least intense of all of the attitudes, receiving a positive four from the group. As for its importance, the group felt as though it was only a 5 out of 10.

The social norm for high school females when it comes to sending a sext is that women see more of the effects that a sext could potentially have on their relationship or relationship status. This received a 7.5 in terms of weight on their decision to send a sext. The attitude toward this behavior is that high school females simply do not understand that a male could interpret a sext differently than a female. They are under the impression that the intentions that they have with sending a sext, are the same that a male will. This heavily weighted on their decision with 7 out

of 10 rating. The behavior itself is that high school females believe that sexting could lead to a potential relationship and are unaware of the possible damage that sending a sext could do.

Elaboration Likelihood Model (ELM)

The first step in applying the Elaboration Likelihood Model to this case was to analyze the audiences in order to better understand the way that different audiences think about sexting and how they differ. With this model it was inferred that for each audience, there was one predominant thinking approach: central or peripheral. (*See Appendix F:1*).

As a whole, Benny and the Nuggs determined that parents and faculty tend to think centrally or “slowly” about sexting behavior among the students. This audience understands the immediate and future risks far more than students and use that knowledge to gage their opinions on the matter. They are also very concerned with the students’ well being and know the ramifications that the behavior can lead to. This process of weighing the pros and cons of the behavior is considered “slow” thinking.

On the other hand, it was determined that students tend to think very peripherally, or “quickly” when deciding whether or not to send a sext. Typically, individuals between the ages of 14 to 18 do not commonly consider the long-term consequences of a decision before making it, therefore sexting behaviors among students tend to be a direct result of impulsive decision making or the influence of social norms.

Once Benny and the Nuggs established the thought processes for each audience, the ultimate goal of the student-focused campaign was determined; getting the students to start thinking slowly before sending a sext. Ideally, students will begin to consider the long-term and

short-term consequences of their actions. However, students should not stop thinking fast entirely, as that thought process can be beneficial at times as well.

ELM Percentages

Once the audiences were distributed between central and peripheral thinking, Benny and the Nuggs determined the current percentage of the different audience members that are thinking “fast” and thinking “slowly”. That information was then used to dictate the desired thinking fast and thinking slow percentages for the specific audiences once the campaign is launched. (See *Appendix F:2*).

As stated before, the audiences currently thinking slowly about sexting are faculty and parents. It was determined that right now, 80 percent of faculty think slow and 20 percent think fast, while 60 percent of parents think slow and 40 percent think fast. Faculty have a higher percentage of thinking slowly because they are more educated on the sexting issue, as it has been prevalent in schools for quite some time now. Benny and the Nuggs decided that ideally, after the campaign, 70 percent of faculty will think slowly and 30 percent fast while 50 percent of parents think slowly and 50 percent think fast. These numbers are more optimal because these audiences thinking more quickly will help them understand the fast thinking process that students have before sending a sext.

Currently, male students think 20 percent slow and 80 percent fast and female students think 30 percent slow and 70 percent fast. The difference in numbers between the two genders occur because of the findings in the Fishbein model that show a drastic difference between the motivations of the genders to send a sext. After the campaign launch, the ideal percentages of

both male and female students thinking fast and slow will be 70 percent thinking slow and 30 percent thinking fast.

Consistency Theories

Social Judgment Theory

Benny and the Nuggs used the Social Judgment Theory to determine the latitudes of acceptance, and latitudes of rejection when it comes to affectionate behaviors between students. This model identified what campaign messaging would be successful and what would be ignored among students. For this case, the extremes were no affectionate contact with one another and sex. (*See Appendix G*).

For the target audience, it was determined that having no affectionate contact with their significant other fell within the latitude of rejection. This finding gave the understanding that suggesting students do not show affection towards each other, or “abstinence only” campaigns, would not be successful in persuading them not to engage in sexual behaviors--including sexting.

As a whole, the majority of the target audience finds that all sexting behavior falls within their latitude of acceptance, thus continuing the sexting problem. However, it was discovered that for students, it is very mixed as to where that latitude of acceptance ends and whether it includes the act of sex. Due to the varying latitude range, two latitudes of acceptance were incorporated into the model, one that does not include the act of sex and one that does.

Cognitive Balance Theory

To determine how the students perceived sexting, a Cognitive Balance Diagram was created (*See Appendix H:1*). From this we were able to see why students do not find anything

wrong with sexting. It was determined that they believe there is a positive connection between sexting and attention, love and privacy.

For this model, Benny and the Nuggs focused on the connection that students have between sexting and privacy. As stated before, sexting and privacy is currently viewed as positive things with a positive relationship to each other. With the campaign, the goal is to get students to see a negative relationship between sexting and privacy, thus causing an imbalance in their viewpoint. (*See Appendix H:2*).

Because humans need to have their viewpoints and beliefs balanced, students will create balance once more by viewing sexting as a negative action. (*See Appendix H:3*). Essentially, the goal is to use the need for balance to get students to value their privacy over the act of sexting.

Strategies and Tactics

Benny and the Nuggs used the previous models to determine the strategies and tactics for our campaign. The decisions are backed by evidence found by our previous research and analysis.

In order to reach students, our strategies were to alter students' perceptions of sexting so that they will no longer think primarily fast about sending a sext and to educate students on the potential consequences of sexting, whether it is in the present or future. Tactics for this are to use the credibility heuristic and the fear appeal of using someone who has been through the situation and witnessed first hand the negative repercussions give their testimony to the students. Police officers would also speak to students about the consequences that they have witnessed firsthand in the legal realm of sexting. Finally, students will be given a demonstration into how easily content can go viral in today's society.

Although our campaign focuses largely on students, our audience analysis determined that parents can be a great influencer on students behavior, therefore it was decided to address strategies about how parents can help persuade students not to sext. For parents, the strategy is to increase audience awareness of just how prevalent sexting is in schools and that it is a large issue. This will be done by sending out an email to parents informing them of the details and encouraging them to sit down and talk with their students about the risks. They will also be invited to attend a conference between faculty members and parents on the subject to get a better understanding.

While not as powerful as peers or parents, Faculty members were also addressed in our campaign as potential influencers. The strategy for this audience would be to encourage faculty to raise student awareness of the issues of Internet privacy. Tactics for that strategy would be to add required Internet privacy courses to the curriculum. Faculty members will also be trained on how to address sexting situations as they arise, including implementing an Open Door Policy that will be discussed in greater detail within Stage 2 of our campaign.

Our Campaign

The goal of this campaign is decrease and potentially eradicate sexting.

Demonstration of Reach of a Sext

As stated in the ELM model, a demonstration of how far a sext can go was going to be shown to students. This demonstration would start with one person sending the sext to their significant other. From there, it would get sent to his friends then sent to their friends. It would continue to grow and grow. Eventually the web would end up on the phone of a parents and

police officer. This would show the consequences that could come just by pressing send. A visual demonstration can be found in *Appendix I*.

Stage 1: Identification

The first stage of a campaign is identification. The name of the campaign is “X Out SeXts” that pairs up with the hashtag, #XOS. This hashtag will help us monitor the reach that the campaign is receiving while still spreading the message to eliminate sexting from their lives. Also during this stage, Benny and the Nuggs will release the slogan “What’s NeXt for Your SeXt?” The slogan is made to imply that a sext’s journey may not end when it reaches its intended recipient. “What’s NeXt for Your SeXt?” is made to encourage high school students to think slowly and critically before they send a sext and consider the outcomes that could occur such as the sext being spread amongst their peers or even ending up on the Internet permanently. This will be written on every piece of campaign material along with the logo. This logo can be found in *Appendix J*.

Stage 2: Legitimacy

Legitimacy is the stage where the team will establish effective partnerships. At the beginning of each school year, each high school will have a mandatory student assembly at the beginning of the school year that will cover the potential dangers of sexting. Fishbein shows that students do not understand the consequences of sexting, the assembly will take on changing those attitudes. This assembly will have a speaker who has had first hand experience with the negative consequences of sexting and how it has affected their life. After the real world testimony, a police officer will also speak about the legal consequences that comes with sexting and what they have witnessed happen to teens that get caught up in sending or receiving explicit

content. The group chose to bring in a police officer as a form of “scare tactic” as identified in the ELM Model. Students will be allowed to ask questions anonymously or able to approach the speakers in private after the assembly to ask questions.

Students will attend their first X Out SEXTS assembly during their freshman year of high school. This assembly would be informational and begin groundwork for the rest of their high school career.

Students will then attend a second X Out SEXTS assembly during their junior year of high school. During this assembly, students will be trained and encouraged to be anti-sexting advocates and ambassadors for the underclassman. Since they are more established in their high school community, upperclassman (juniors and seniors) were chosen to be the anti-sexting advocates because they tend to be the Lions and opinion leaders of a high school and often can influence their younger peers.

Parents of students will be informed of the sexting issue and notified of the assembly through an email that was discussed in “Strategies and Tactics”. This assembly will also be a part of mandatory school counselor and staff training. The goal is not only to have students think twice before sending a sext and answer their questions, but also to let them know that they are welcome to talk to staff about a situation as well. The training provided to the staff will help implement an Open Door Policy for students. This means that students can come to a staff member to discuss questions and/or problems regarding sexting at any time without being punished. With this policy, Benny and the Nuggs wants students to feel safe about coming to school counselors or staff about a problem. Staff will also be given the resources and knowledge to best help the students.

Stage 3: Participation

The participation stage will be when the two different posters from the campaign are displayed around the schools. The poster campaign will address the issues identified in the both gender Fishbein Model that high school students are unaware of the potential consequences that come with sending a sext, whether they be immediate or future. The first poster will demonstrate the potential of a sext going viral, even if the sender thinks it is only being sent to one person. The poster will contain a person in a bedroom taking a picture. In the background, the viewer will be able to see people looking through the window at the person taking a photo. This will demonstrate that even when you only mean for the picture to be private, it can easily be seen by people it was not intended for.

The second poster will address the potential consequences sexting can have on someone's future. This poster will picture a job interview taking place, in which the person is interviewing for their dream job. The interviewee is sitting across from the potential employer who is holding a copy of their resume on one hand and a stack of sexts the interviewee has sent in the other. This poster aims to show students that what happens in high school does not stay in the past, but it can largely affect their future.

Both posters will have the slogan, "What's NeXt for Your SeXt?" and the logo, "X Out SeXts" placed on them. It will also display a social media pledge in which students use the campaign hashtag to demonstrate their unwillingness to sext: #XOS. As addressed above, the hashtag will be used on all social media platforms and can be a tool in analyzing the success of the campaign.

Stage 4: Penetration

In order to ensure that the campaign is properly reaching the target audience, the successfulness of the campaign will be evaluated at the end of every school year. This will be done through tracking the use of #XOS on social media platforms through analytics; including how many times it was used and the context of which it was being used. Social media was chosen as an evaluation due to the age of students the team are working with. High school age students are likely to use social media. Staff members will also be asked to address whether they feel the campaign was successful in lowering the amount of sexting amongst students. This accumulation of data will enable us to make changes as needed for the upcoming school year.

Stage 5: Distribution

With this stage, Lions and opinion leaders will be created within the school. Because of their influence on the rest of the student body, upperclassmen will be the ideal antisexting advocates. Therefore, the junior class will receive a refresher course of the assembly they received freshman year. This will remind them of the consequences of sexting and explain the importance of setting an example for the younger, more impulsive students. They will also be given free #XOS “swag”, such as shirts, bracelets, pencils, magnets, etc. The ELM Model gives understanding that opinion leaders are important. By utilizing upperclassmen and parents as opinion leaders, the students are more likely to resonate with the campaign materials.

Rejected Solutions

The first rejected solution was categorizing the audience by schools. After looking at the differences in socioeconomic status and the difference in culture, the group decided that while there was subtle differences, the biggest difference lay between the different genders. The next

rejected solution was creating a campaign for faculty, staff and parents. It was decided that the assembly and information sessions were going to be more impactful than an entire campaign.

The idea of separating males and females for two separate campaigns was also rejected. While the males and females do have different beliefs, it comes down to changing the students decisions from thinking fast to thinking slow as well as informing them on the consequences that went along with sexting. The group decided that the campaign that was developed was well suited to help meet the goals with both genders. Lastly, the Fishbein models came as a struggle for the group. There were many different variations of the models before the final one was decided on.

So What?

Over the course of creating this campaign, Benny and the Nuggs came to the conclusion that students are not aware of the potential consequences that come with sending a sext. The goal of the campaign is to inform them on the legal, immediate and future affects that even one sext can have on a person with the hopes that being aware of the consequences will cause them to truly think of sending a sext is worth it. This will in turn cause them to begin to think more negatively about the act of sending a sext. The ideal goal of the entire campaign is to decrease the amount of sexting in high school and potentially eradicate it in high schools all together.

Continuous Improvement

Following the presentation, the group was presented with some areas of improvement to strengthen not only the presentation, but the arguments as a whole. The first is tying together our decisions in developing our campaign with our initial research and analysis. We implemented

this continuous improvement suggestion by providing further rationale for our decisions within the paper.

Our other area of improvement was to specifically address our strategies and tactics of our campaign. We implemented this change by separating the strategies and tactics from the ELM section in the paper and providing a separate section in which we address them in greater detail.

Conclusion

Using research, audience analysis, models and theories, Benny and the Nuggs created a sexting campaign for students at both East De Pere and Green Bay West high schools. While our findings indicated great differences of sexting behaviors between male and female high school students, our group determined that the best course of action for a successful campaign was to create one that targets both genders instead of targeting each gender separately. The group determined that the largest motivation for sexting between both genders was their lack of knowledge about immediate and future consequences. Therefore, the campaign, “X Out SeXts” focused largely on informing students of the potential ramifications. Using the slogan “What’s NeXt for Your SeXt?” and the hashtag #XOS, the goal is to get students to think slowly and weigh the pros and cons before sending that sext in the future.

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Appendix

A: 100 Facts

De Pere High School https://en.wikipedia.org/wiki/De_Pere_High_School

1. Public high school
2. Founded in 1930
3. Serves students in 9-12 grade
4. Estimated enrollment for the 2016-2017 year is 1,356 students
5. The current high school was built in 1978
6. Underwent major expansion in 2001
 - a. Added a gymnasium and several classrooms
7. January 2007, more classrooms were added
8. De Pere High School was recently made a Green School by the school's environmental club
9. 90 percent white students
10. three percent Hispanic students
11. two percent black students
12. two percent Asian students
13. one percent American Indian
14. Part of the Fox River Classic Conference
15. The school offers band, orchestra, and choir
16. They also offer two show choirs
17. Their mascot is the Redbird
18. In 2005, Illinois State University sent a cease and desist letter claiming that the high school's logo is too similar to the university

West De Pere High School

https://west.gbaps.org/about_us, <https://www.facebook.com/greenbaywest/>
https://en.wikipedia.org/wiki/Green_Bay_West_High_School
https://en.wikipedia.org/wiki/Green_Bay_West_High_School

19. School colors are maroon and white
20. School motto is "It's A Great Day to be a Redbird!"
21. Has grades 9-12
22. 4,530 Facebook followers as of 3/21/18
23. Principal is Michelle Jacobson
24. Mascot is the Wildcat
25. Total enrollment is 912
26. AP participation rate is 11 percent
27. 49 percent male 51 percent female

28. 50 percent is minority population
29. 70 percent are economically disadvantaged
30. five percent American Indian/Alaskan Native
31. 12 percent Asian
32. 12 percent Black
33. 16 percent Hispanic
34. 50 percent White
35. four percent two or more races
36. 62 percent on free lunch
37. 53 percent are below basic in math proficiency
38. one percent are advanced math
39. 42 percent are below basic english proficiency
40. three percent advanced english proficiency
41. Large rivalry with Green Bay East High School

The Law and Sexting

42. The U.S. Court system defines sexting as the act of transmitting sexually explicit messages, primarily through the use of cell phone text messaging. The messages usually contain illicit photographs or video links depicting the person sending them. They can be sent from one person to another, and sometimes they may be sent to mass recipients.
43. Channels in which it is considered sexting are:
 - a. Cell phone text messaging
 - b. E-mails
 - c. Cyber chat
 - d. Social media websites
 - e. Various other means of electronic communication
 - f. The messages may be text, photo, or video.
44. Sexting usually falls under the umbrella of child pornography in the eyes of the law.
45. States that are known to prosecute for sexting charges include Indiana, New York, Ohio, Pennsylvania, Virginia, and Wyoming.
46. Depending on the circumstances of the images sent, sexting may also be a crime under the federal law.
47. Federal law also criminalizes coercing a minor to take part in sexually explicit conduct in order to visually depict that conduct.
48. In most states, sexting is considered a felony if images of minors (persons under the age of 18) are received or are in the possession of an adult. This results in charges similar to possession of child pornography.
49. Juvenile Penalties:

- a. Warning: Juvenile judges can give the juvenile a verbal warning that can later be upgraded if the offense happens again.
 - b. Fines: Fines in each state differ, but in some cases they can be very large.
 - c. Community Service: A juvenile may have to perform any number of community service hours.
 - d. Counseling: The court may order a juvenile to attend therapy
 - e. Probation: A juvenile may get a probation officer from the court and must report to a probation officer on a daily basis. The probation may also require the juvenile to maintain specific school attendance and GPA.
50. Adult penalties:
- a. Jail Term: An adult found guilty of possessing child pornography could be in prison for five years or more depending on the age and nature of the photos or messages.
 - b. Fines: Fines could amount to well over \$5,000 depending on the severity of the pictures being sent to the minor.
 - c. Sex offender registry: Adults and even juveniles convicted of a sexting crime are considered sex offenders and must register themselves with a state sex offender registry.
51. The best defense to sexting charges is consent, if both parties consented to the pictures, it can drop the charges to a misdemeanor instead of a felony.
52. Consent does not qualify if the victim is a minor.
53. There is a growing legislature movement to do away with felony charges for consensual sexting.
- <https://www.legalmatch.com/law-library/article/sexting-laws.html>
54. Unlike states with specific teen sexting laws, Wisconsin punishes teen sexting under its laws against child pornography and related activities.
55. In Wisconsin, teens who sext may face child pornography charges, which may be heard in juvenile court. May include a fine of up to \$10,000, up to three years and six months in custody, or both.
56. In Wisconsin, adults who possess or view child pornography—including sext messages with sexual images of children— may face child pornography charges with penalties including a fine of up to \$100,000, up to 20 years in prison, or both.
57. An adult who texts sexual images—regardless of the age of the people depicted in the image—to a child younger than 13 years old may face a fine of up to \$25,000, up to 12 years and six months in prison, both. And when the recipient was 13 and older, but younger than 18, the adult will face a fine of up to \$10,000 up to six years in prison, or both.

<https://www.criminaldefenselawyer.com/resources/teen-sexting-wisconsin.htm>

58. Wisconsin does not have a separate statute to address sexting crimes. Therefore, in the State of Wisconsin, anyone (including a minor) who creates, distributes or possesses an image of a minor engaged in a sexually explicit activity may be prosecuted under the State's child pornography laws and, if convicted, will generally serve time in jail and need to register as a sex offender.

http://mobilemediaguard.com/states/sexting_laws_wisconsin.html

59. In 2014, more than 40 students were found to be involved in distributing teen pornography throughout the Rhinelander High School.
60. Officials did not prosecute, and instead students and parents attended informational sessions meant to stop the behavior from happening again.
61. Despite efforts by school officials and law enforcement to stop the behavior, middle- and high-school students continue to swap racy photos in record numbers.
62. Many parents are oblivious to what's happening on their child's phone

<https://www.htrnews.com/story/news/investigations/2015/02/22/investigation-teen-sextin-g-rise-wisconsin/23855405/>

63. **What is Sexting?;** "Sexting" is the act of sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. These messages, photos, and images are then often being further disseminated through email and internet-based social networking websites well beyond their original intended recipients. Sending or receiving a sexually suggestive image or text under the age of 18 is a crime and is considered child pornography and can result in criminal charges. In a number of jurisdictions, criminal charges have already been brought to address this behavior.
64. Los Angeles Unified School District launched a campaign called "Now Matters Later" initiative teaches students about the dangers of sexting, and the possible social, disciplinary and criminal consequences.
65. offers a video, lesson plans, posters, bilingual tip sheets for parents and other resources.
- a. The anti-sexting video will be shown to students in grades six through 12 to encourage healthy boundaries and highlight the risks, according to the LAUSD.
 - b. <https://www.dailynews.com/2015/09/22/lausd-launches-anti-sexting-campaign/>
66. A 2014 Texas study found that 28 percent of teens surveyed had sent naked pictures of themselves via social media and 60 percent had been asked for one. Both researchers and students say that sending other texts — including photos of others, semi-nude pictures, sexually explicit cartoons and messages — is even more pervasive.

67. More than 20 states have enacted legislation regarding it since 2009 — some to strengthen penalties, others to lower them — although efforts to do so in California have failed.
68. A 2011 national Pew survey found only three percent of all teen cellphone users had sent naked or near-naked photos or video of themselves, although 21 percent of teens ages 14 to 17 said they had received them.
69. In May, New Jersey police arrested 19 teens and an adult on suspicion of sexting nude photos of a female student.
70. Last year, Illinois police arrested two eighth-graders allegedly involved in a "sexting ring" of two dozen middle-school students, ages 11 to 14, who reportedly took and shared nude photos of themselves.
 - a. <http://www.latimes.com/local/education/la-me-sexting-20150707-story.html>
71. <http://www.reducingtherisk.org.uk/cms/content/police-campaign-sexting>
 - a. Campaign from Australia
72. <https://www.adforum.com/creative-work/ad/player/34522757/sexting/government-equalities-office>
 - a. Campaign from London
73. <http://www.reducingtherisk.org.uk/cms/content/police-campaign-sexting>
 - a. Campaign from UK
 - b. #ProtectYourWorld – stay safe online cyber crime campaign
 - c. The most likely reasons for young people to send ‘sexts’ was given as ‘to take your relationship to the next level’ (47 percent and ‘peer pressure from a boyfriend/girlfriend’ (45 percent and 46 (21 percent said they thought young people sent sexts to stop their boyfriend or girlfriend from ‘dumping’ them.
74. <http://wlos.com/news/local/social-media-campaign-against-sexting-kicks-off>
 - a. Own Who You Are campaign out of North Carolina
75. <https://www.womenshealthmag.com/sex-and-love/anti-sexting-ad>
 - a. The Brazilian advertising company Propeg designed this image for SaferNet Brazil—a nonprofit organization dedicated to fighting Internet crimes—and its tagline hits the nail on the head: "The internet can't keep a secret. Keep your privacy offline."
 - b. A recent study found that a whopping 54 percent of people haven't just sexted—they've also sent nude videos, photos, *and* emails.
 - i. <https://www.womenshealthmag.com/sex-and-love/sexting-risks>
76. <https://splinternews.com/mexico-launches-a-nationwide-campaign-against-sexting-1793861049>

- a. Mexico launches anti-sexting campaign “Think Before You Sext: 10 reasons not to perform sexting”
 - b. This campaign triggered a debate between government officials and internet rights NGOs on whether the practice leads to so-called “sextortion” (blackmailing someone by threatening to publish sexual content) and “revenge porn” (an ex publishing explicit material without consent).
 - c. Mexico’s National Institute for Transparency, Access to Information and Protection of Personal Data is in charge of the campaign
 - d. “Technology keeps evolving, but our knowledge of it is outdated”
77. <http://creativity-online.com/work/innocence-in-danger-selfie-nightmare/34150>
- a. The campaign, by Berlin-based glow, highlights the dangers of sexting as it reveals how one selfie the girl took of herself naked was her "biggest mistake".
 - b. The charity says one in four kids has sent a "sext" and at any one time, 750,000 paedophiles are online searching the web for material like this, according to a study by UN and FBI.
78. <http://www.abc.net.au/news/2011-04-16/anti-sexting-campaign-branded-dull-unrealistic/2612398>
- a. Anti-sexting campaign from Australia report from ABC.AUS
 - b. For those who are under 18, taking or receiving naked pictures is legally classified as child pornography. It includes hefty penalties - up to 15 years in jail and placement on a sex offenders register, which limits travel and job options.
79. <http://arno.uvt.nl/show.cgi?fid=143086>
- a. Lit. review about unintended consequences of sexting
 - b. the materials generally tend to focus on the vilification of sexting and recommend abstinence as a solution (Albury, Crawford, Byron, & Mathews 2013; Döring, 2014; Hasinoff, 2012) and are thought to be perpetuating a victim blaming attitude by insinuating responsibility for any negative outcomes lies with the original (usually female) sender (Albury et al., 2013).
- <https://www.theatlantic.com/health/archive/2012/09/its-not-just-about-showing-your-genitals-time-to-talk-about-sexting/262466/>
80. Many states impose criminal penalties for sexting ("When minors send explicit images of themselves, they are manufacturing and distributing child pornography")
81. By age 18, around 70 percent of teens have had sex, and we don't have data to say that number has spiked since sexting began to be perceived as normative.

82. The USC study also concluded that "knowing someone who sexted was strongly associated with an individual's own sexting behavior."

<http://time.com/5172906/sexting-messages-teens/>

83. 73 percent of teenagers today have a smartphone
84. 15 percent of teens say they have sent a racy text
85. 27 percent of teens say they have received them
86. 41 percent of high schoolers say that they have had sex
87. Sheri Madigan says that many young people "lack awareness of digital security and safety" when it comes to sending those types of pictures
- <https://www.common sense media.org/blog/talking-about-sexting> Advice to Parents:
88. Don't wait for an incident to happen to your child or your child's friend before you talk about the consequences of sexting.
89. Remind your kids that once an image is sent, it can never be retrieved -- and they will lose control of it.
90. Talk about pressures to send revealing photos.
91. Teach your children that the buck stops with them.
92. Check out Common Sense Education's Sexting Handbook

<https://www.esafety.gov.au/sexting>

93. Most sexting is done with a mobile phone but it also occurs through social media or other online activities.
94. Sexting can include a range of behaviours and content, from sending flirtatious text messages to more intimate material, like taking and sharing nude photos or videos capturing sexual acts.
95. The term 'sexting' is not often used by young people or in popular culture. Most often, it's called 'nudes', 'naked selfies', 'rudie nudies' or they might use other terms like 'pic for pic'.

Reasons that people sext, according to esafety.gov.au

96. Being in a romantic relationship where images are shared willingly between partners
97. Seeking attention—to increase popularity within a friendship group or among peers
98. Flirting and exploring their sexuality
99. Believing it's a normal thing and that everyone else is doing it
100. Believing that it's a form of 'safe sex' when they are not ready to have sex
101. Circulating images after a relationship breakdown with the intent to embarrass an ex-partner
102. Feeling pressured to send images unwillingly
103. Being in an extreme situation where they may be under duress or blackmailed by someone threatening to distribute sexual images of them

B: Audience Analysis

	Demographics	Psychographics	Influencers
(East) De Pere Students	<ul style="list-style-type: none"> -Total enrollment: 1,356 -Grades 9-12 (ages 14-18) -90% white -10% minority -98% grad rate -46% female/ 54% male 	<ul style="list-style-type: none"> - Higher family income - Low minority - Higher education level 	<ul style="list-style-type: none"> -parents -Principals -Seniors - Peers
Green Bay West Students	<ul style="list-style-type: none"> - Total Enrollment: 912 - 70% econ disadvantaged - Test scores much lower than state - 81% grad rate - 49% male - 51% female - Minority enrollment=50% 	<ul style="list-style-type: none"> - Relatively lower family income - Lower education level - Large minority presence, more than state average 	<ul style="list-style-type: none"> - Guidance Counselors - Parents - Peers

C: KISS Chart

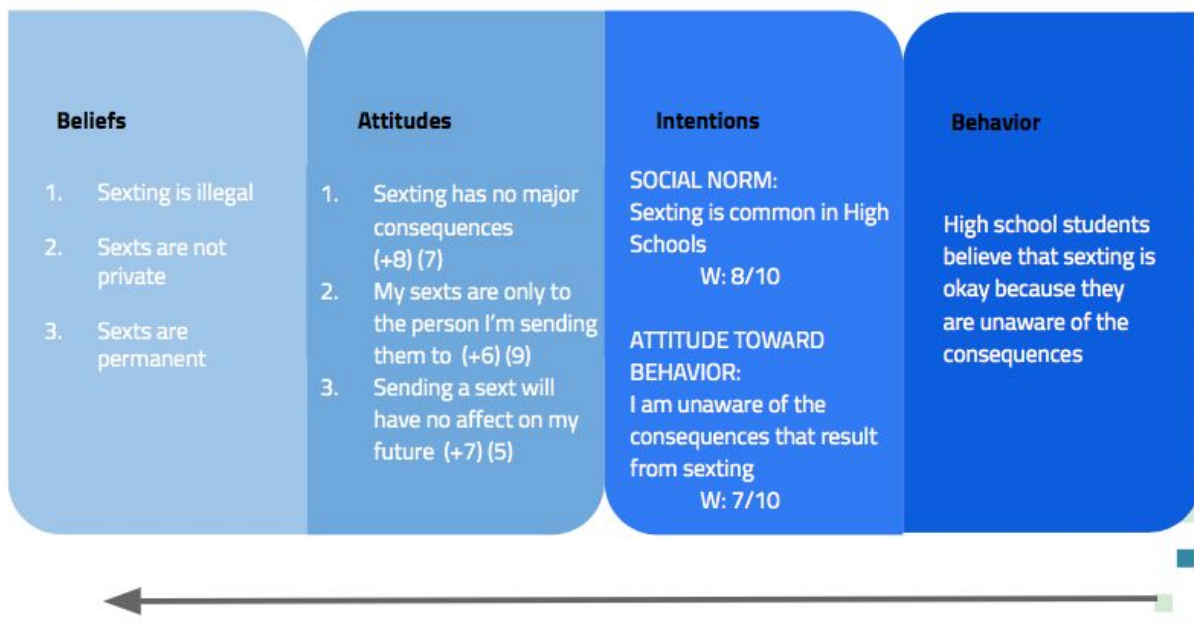
	Know	Infer	So What to Do	So What Not To Do
(East) De Pere Students	<ul style="list-style-type: none"> -higher average of white enrollment compared to state average -higher average grad rate over state 	<ul style="list-style-type: none"> -higher average family income - more likely to go to college - are concerned with their futures - know about sexting - have sexted before/know someone that has - parents more likely to be involved 	<ul style="list-style-type: none"> -Talk about the lasting impact on careers, etc - Demonstrate effect on future success - Ensure the parents are aware of situation 	<ul style="list-style-type: none"> - Ignore the impact on their future - Focus only on the students - Don't assume parents/leaders are aware of the situation - Don't assume all students sext - Don't assume all parents will stop kids from sexting
Green Bay West Students	<ul style="list-style-type: none"> - Lower test scores - Most economically disadvantaged - almost 20% of students do not graduate 	<ul style="list-style-type: none"> - Not as likely to go to college - Not necessarily persuaded by numbers and statistics - have sexted before/know someone that has - parents not as likely to be involved 	<ul style="list-style-type: none"> - Emphasize it can happen to anyone, no matter gender or race - Demonstrate outcomes of past students prosecuted - Use peer influence against sexting 	<ul style="list-style-type: none"> - Introduce a course as a grad requirement - Use stats (low test scores) - Assume parents will be willing to help - Assume that all students sext

D: Previous Campaign Examples

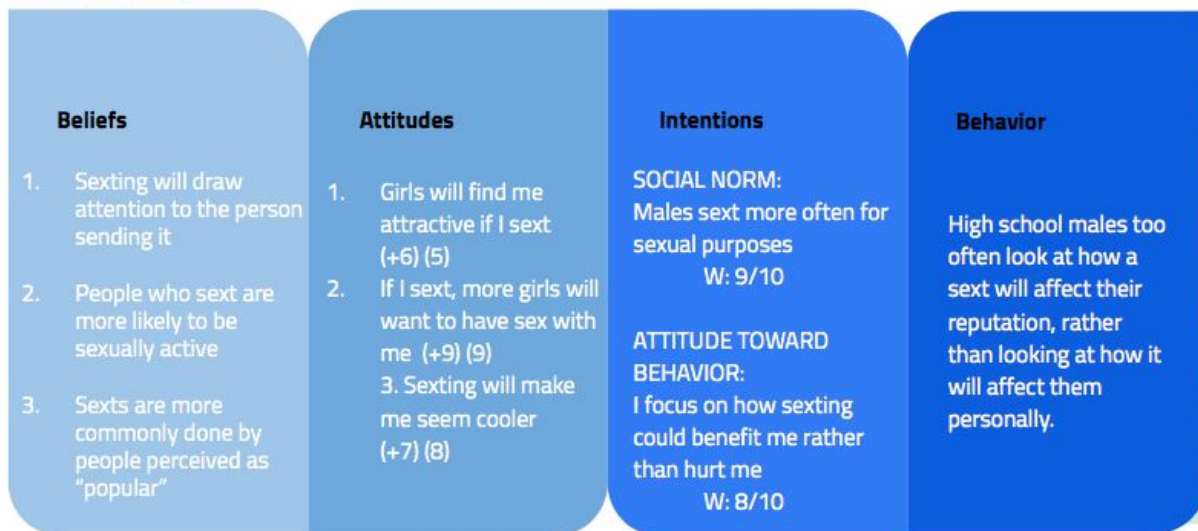


E: Fishbein Models

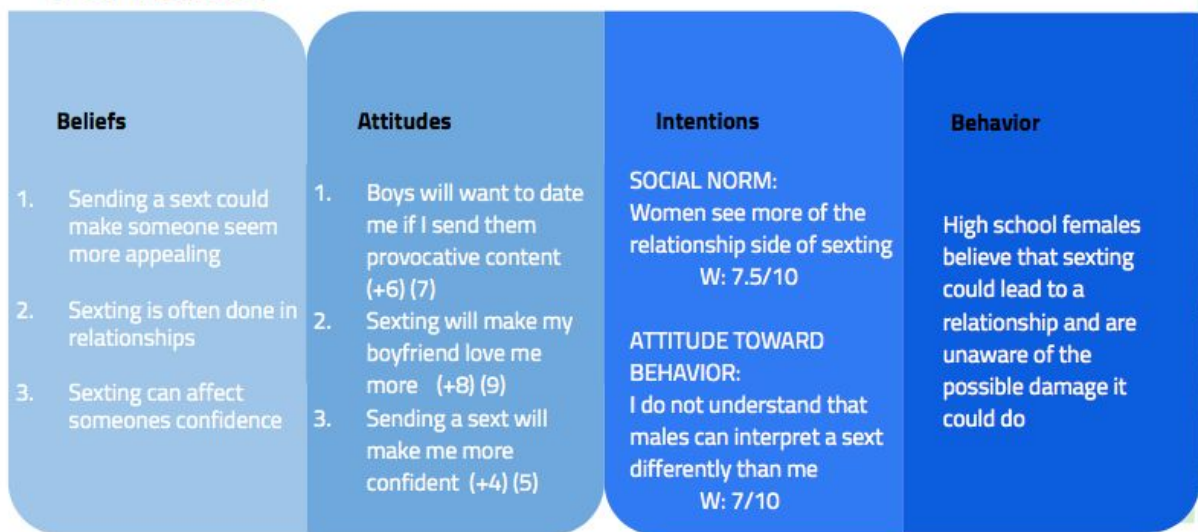
Both Genders



Males



Females



F: ELM Model

	Audiences	Strategies	Tactics
Slow	Parents Faculty	<ul style="list-style-type: none"> - Increase awareness on how prevalent sexting is in schools - Encourage faculty to raise student awareness of internet privacy 	<ul style="list-style-type: none"> - Send email to parents encouraging them to sit down with their student - Conference between faculty and parents - Add internet privacy to the curriculum - Training on how to address sexting situations
Fast	Students	<ul style="list-style-type: none"> - Alter students' perceptions of sexting (Fast → Slow) - Educate them on potential consequences 	<ul style="list-style-type: none"> - Fear appeal: use other people who have been through the situation as a speaker - Police officer speak on the consequences sexting could have - Demonstration on how a sext can go viral

Students - Male

	Now	Later
Fast	80%	30%
Slow	20%	70%

Faculty

	Now	Later
Fast	20%	30%
Slow	80%	70%

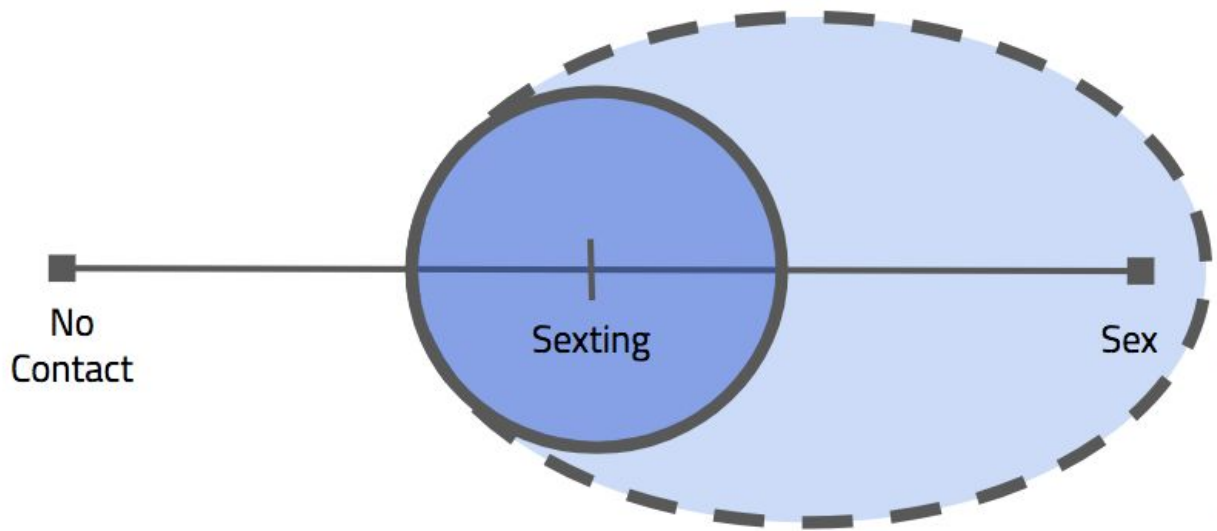
Students - Female

	Now	Later
Fast	70%	30%
Slow	30%	70%

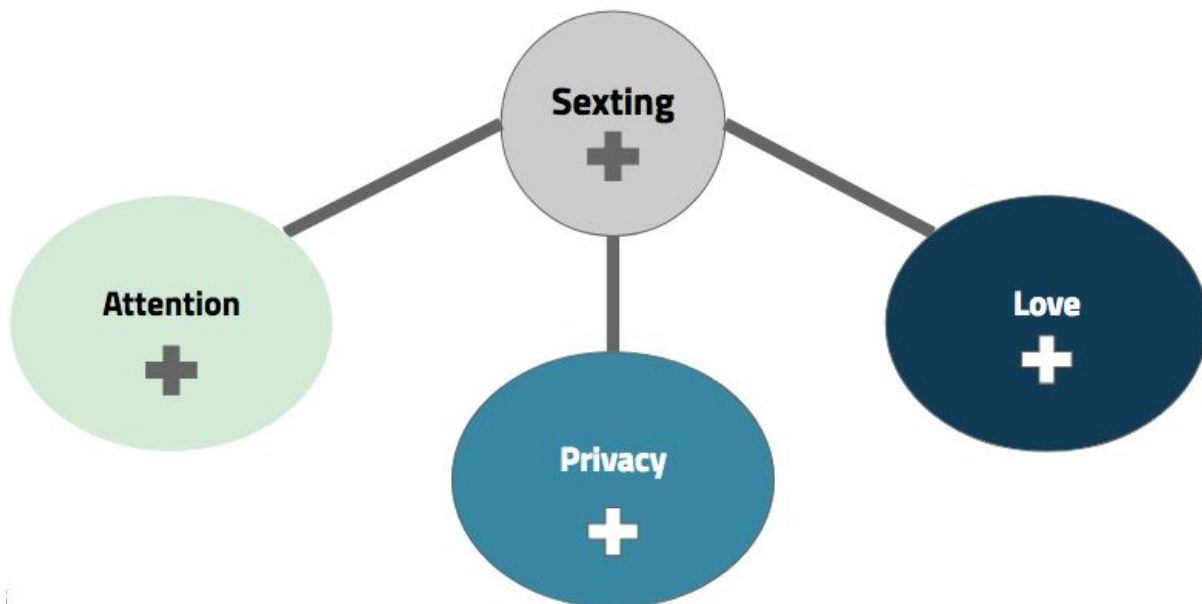
Parents

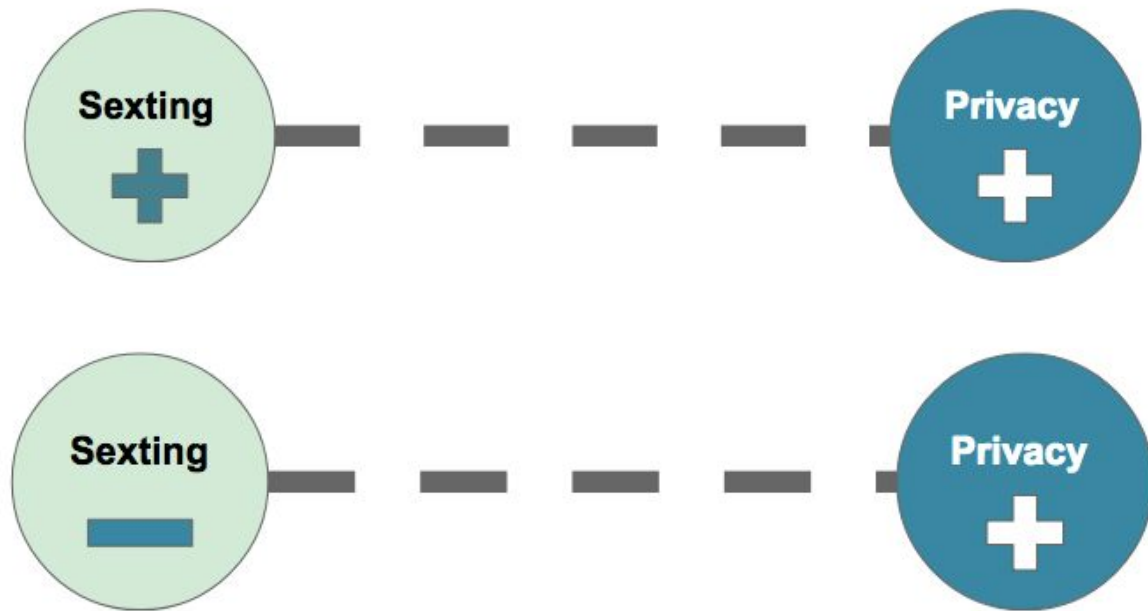
	Now	Later
Fast	40%	50%
Slow	60%	50%

G: Social Judgement Theory

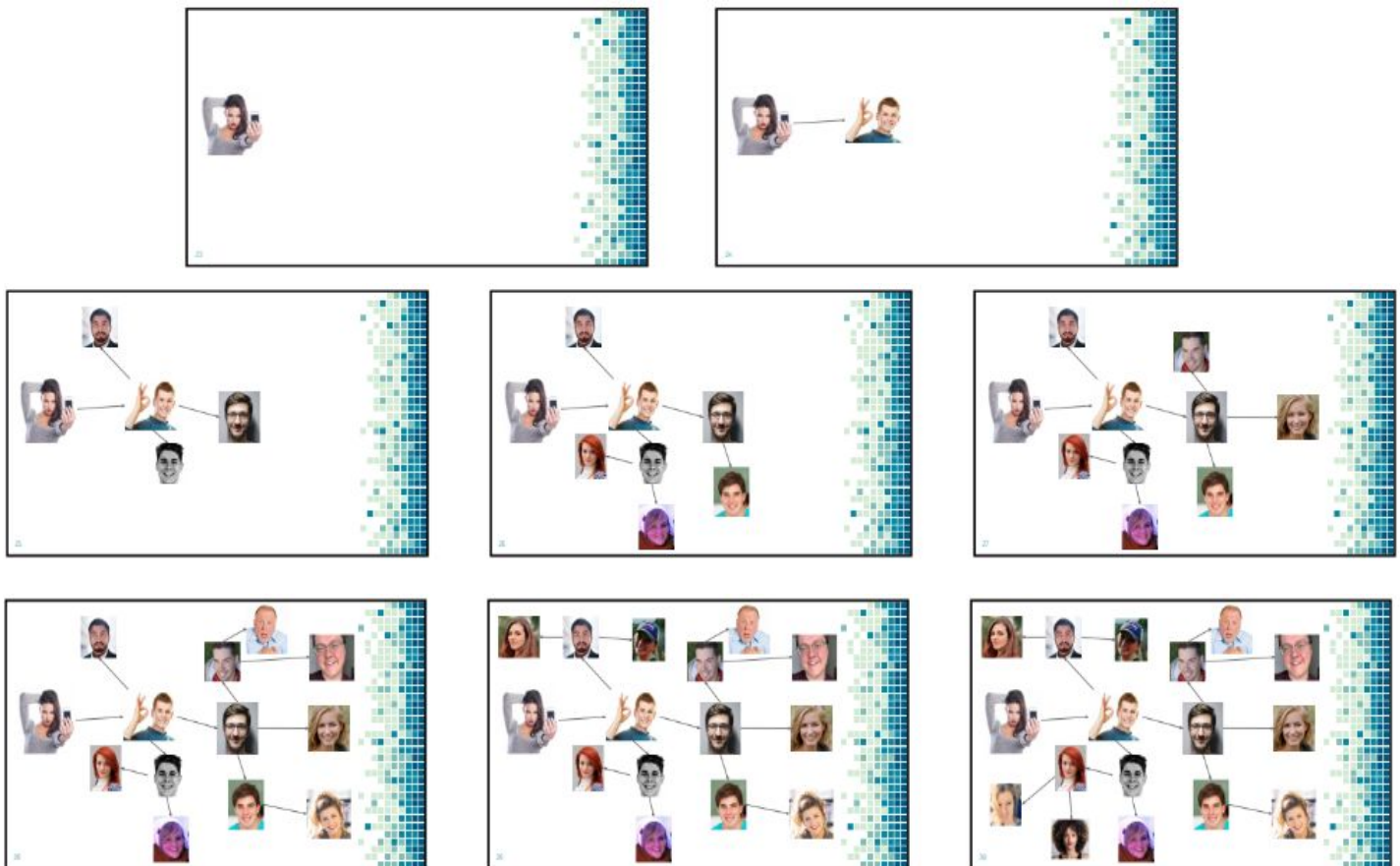


H: Cognitive Balance Theory





I: Reach Diagram



J: Campaign Materials

