Making Sense of Relationships

Lesson 5:
Sharing of sexual images

Key stage **3**

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Context

This is the fifth in a series of six lessons that focus on both empowering and supporting young people as they develop relationships. This lesson is focused on sharing explicit images, sometimes referred to as sexting or sending nudes, and it gives young people the knowledge and the skills to keep safe.

While PSHE education lessons should be pacey, of course you want to meet the needs of your pupils. Since the activities take one hour to complete, this lesson is planned as a minimum one-hour lesson. But pupils can gain more from a longer in depth exploration of an activity, so long as you are comfortable leading the discussion and you feel pupils are progressing towards the objectives. If you want to do this, you might want to extend the time to two lessons.

Note:
None of the lessons are designed to be taught in isolation. They should always form part of a planned, developmental PSHE education programme.

Learning objectives

- We are learning about the legal, emotional and social consequences of sharing sexual images
- We are learning how to reject unwanted requests for sexual images

Intended learning outcomes

- I can identify the ways young people feel pressure to share explicit images
- I can demonstrate or explain techniques to avoid sharing sexual images
- I can explain the consequences of sharing explicit images, including the legal, emotional and social effects
- I can describe or demonstrate how to manage the risks and how to reject unwanted requests to share sexual images

Resources required

- Box or envelope for anonymous questions
- Resource 1: *Online scenarios*
- Resource 2: *Teacher support sheet*

Climate for learning

Before teaching this lesson make sure you have read the accompanying Resource Guidance. It has guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

Nudes, nude selfies, explicit images, online, consent, social media

Baseline activity

Introduction   5 min

Revisit ground rules and remind pupils of the importance of keeping personal stories private. Draw attention to the anonymous question box and remind them that they can submit questions at any time, whether during or after the lesson.

Next share the learning objectives and outcomes with pupils. Explain that today the class will be thinking about the social, emotional and legal consequences of sharing explicit images – either with or without a person's consent.

Baseline assessment   10 min

Present pupils with the list of short scenarios from Resource 1: *online scenarios* (either printed or displayed on the board) and ask them to identify what possible risks or negative consequences there are in each scenario. They could do this through whole class discussion, in small groups, pairs or individually on paper.

For pupils who need support:

Rather than explaining the consequences of each scenario, pupils could rank these situations as a card sort, from the most to least risky. They may also then choose and consider the consequences for one or two examples.

For pupils who need a challenge:

Pupils could also explain what the person could do to make the behaviour less risky. For example: Marla could only use a webcam when she is talking to her close friends and not use it when speaking to people she only knows online.

Core activities

Higher or lower?   10 min

Ask pupils to decide whether they think the percentage for each of the following questions is higher or lower than that suggested. To demonstrate if they think the percentage is higher or lower, pupils could either write these down in pairs or as a class they could hold thumbs up or thumbs down.

1. What percentage of young people (11-16) have taken a naked image of themselves?
   Suggested percentage: 35%

2. What percentage of young people (11-16) have shared this image with someone else?
   Suggested percentage: 20%

3. What percentage of these knew the person they shared it with?
   Suggested percentage: 40%

Reveal the answers for each question:

1. 14%

2. 7%

3. 61%

Explain that there is a perception that lots of young people are sharing nude images of themselves, however the statistics show that this is not a reality for many young people. The small percentage of 11-16 year olds who have shared an image of themselves have mostly shared it with people in their social circle. So now is an opportunity to discuss the implications of this. Make sure that the discussion compares young people's perceptions with the reality, and then explore why there's a difference.

Statistics taken from:

nspcc.org.uk/globalassets/documents/research-reports/mdx-nspcc-occ-pornography-report.pdf

Listen to your selfie   10 min

Watch Childline's #Listentoyourselfie: The Game

youtube.com/watch?v=TcMd468Pqbs

This 3-minute film shows the story of a young man encouraged to send a naked picture to someone he has met online in a gaming community. Will he agree?

NB: See teacher support sheet for this lesson before leading this discussion with pupils.

Explore this story through discussion and questioning. You may consider asking pupils:

- What do you think Paul (the main character) is thinking at the moment the film ends?

- What concerns does Paul have?

- What do you think JJ's motives are?

- How do you think Paul and JJ know each other?

- Why might Paul feel he has to do what JJ is asking him to do?

- What might make Paul less likely to send the picture?

Project forwards   15 min

In pairs or small groups, invite pupils to suggest three possible decisions Paul might make at the moment the film ends. At this stage it might be necessary to have the class mind-map alternative ideas in order to move beyond the clear cut distinction of send the picture or don't send the picture.

Examples might include: send the picture but ask JJ not to show anyone, continue chatting with JJ but refuse to send the picture, stop the conversation and block JJ, call Childline, speak to his parents or his friends for advice before deciding what to do next.

Plot out what might happen in the future if Paul makes each of the three decisions – in one hour, two days, a week, three months.

Make sure that pupils include discussions of the emotional consequences for Paul as a result of each of these decisions.

Pupils should use this activity to debate which decision Paul should make. Ask them to explain their reasons why they think this decision would be best.

Take feedback from the groups after they have completed this activity and draw out key points about what Paul should do. Focus on the idea that Paul has the right to refuse to send the picture. He's under no obligation to do anything that he might regret or that he simply doesn't want to do.

Ask pupils to suggest one-line responses Paul could use to end the conversation or to refuse the sending of the picture.

For pupils who need support:

Pupils should focus on two options: either agreeing or not agreeing to send the picture. They could describe two possible consequences of each decision.

For pupils who need a challenge:

Ask pupils to write a detailed script of how Paul could communicate his decision in a clear and assertive way, covering a dialogue between Paul and JJ.

Assessment for and of learning

Assessing (demonstrating) progress   5 min

Return to the scenarios from the baseline assessment and ask pupils to reflect on the answers they gave at the start of the lesson. Ask them to consider if they feel differently about any of the examples now, or if they feel more strongly. These reflections could be written down in a different coloured pen or shared through class discussion.

Next ask pupils to choose a particular character from the initial scenarios and to persuade them their action is either unacceptable or carries a high risk.

Reflect on learning and signpost support   5 min

Display a range of support services for people who are concerned about the issues discussed today. Make sure that all pupils write these down, or provide them with a handout listing different support organisations. These should include people in school, as well as websites or phone lines such as Childline. Other websites might include:

thinkuknow.co.uk and **childnet.com**

For each of the scenarios at the start of the lesson, ask pupils to decide which support service would be most appropriate.

For pupils who need a challenge:

Pupils could write to some of the characters in the scenarios, with a short message explaining who they should contact and why.

Extension activities and home learning

Extension Activity 1:

Pupils could design a campaign for Childline to raise awareness about the services they provide, how to contact them and what happens when a person makes contact.

This information could take the form of a leaflet, poster, bookmark or presentation. To support pupils in designing this campaign, teachers could show in class or direct them to view the following video.

What happens when you contact Childline?

youtube.com/watch?v=fCA6EhBhiC8

Online scenarios

- Brian takes a half-naked photo of his girlfriend and posts it online without her permission

- After Sally breaks up with her boyfriend, she uses his password to open his social media profile and changes his details, including editing lots of his pictures

- Mustafa takes a picture of his genitals and posts it online to entertain his friends

- Marla always uses a webcam when she is talking to people she has met in chatrooms

- John accepts all friend requests, he currently has 950 friends

- Georgia kissed Duncan when he was passed out at a party. She has a photo on her phone to prove it and shares it with her friends in a group chat

- A couple decide to take naked photos of themselves and send them to each other. Both of them have promised they will never show the photos to anyone else

- Shahima shares a tablet with her older brother, they both use it to check social media every evening

Teacher support sheet: sharing explicit images

1. **What do you think Paul (the main character) is thinking at the moment the film ends?**

   Draw out that Paul might be feeling a mixture of emotions, including being excited, curious, nervous, embarrassed, uncertain, like he owes JJ, guilty, confused, awkward

2. **What concerns does Paul have?**

   That JJ might share his photo or use it for something else later, that he has no one else to talk to, that he might be gay, that JJ might want more from him later, that he will be in trouble with his parents, that he doesn't know what to do next.

3. **What do you think JJ's motives are?**

   Be clear with pupils that what JJ is doing is grooming Paul into a more intense relationship where Paul is left feeling he owes JJ, that JJ is the only person who understands him, that he can't let JJ down and that there is a high level of trust between them, none of which is true. Once Paul has sent the picture, JJ can use this later to blackmail Paul into doing other things he feels uncomfortable about.

4. **How do you think Paul and JJ know each other?**

   We can pick up from clues in the video that it is likely they have met on the online gaming site. Paul has not seen JJ in real life as he is surprised by how old he is. Relationships where people only know each other online are different to those where we have met people face-to-face too. However, it may be important to discuss here that the same pressures and risks can occur around sending explicit images to people we also know offline.

5. **Why might Paul feel he has to do what JJ is asking him to do?**

   JJ has sent him a photo first. This is a typical manipulative technique used to make the other person feel they have to reciprocate with the same behaviour. There are also some clues that Paul has already divulged secrets to JJ in the past, so they have built up this feeling that only JJ understands Paul.

6. **What might make Paul less likely to send the picture?**

   If Paul has more time to think or a way to pause the conversation, if he had already thought through good responses to this sort of request, if he was having the conversation in a more public space (for example the lounge rather than his bedroom), if he thinks about his own moral values, and the consequences of his decision, if he gets advice from his friends first, self-esteem and confidence.

Sharing explicit images: additional information

Sexting and the law

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend

- share an explicit image or video of a child, even if it's shared between children of the same age

- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

As of January 2016 in England and Wales, if a young person is found creating or sharing images then the police can choose to record that it is not in the public interest to take formal action. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk.

There are other risks beyond the legal consequences, including losing control of the image and it being used for bullying, intimidation or blackmail.

Why do young people sext?

There are many reasons why a young person may send a naked or semi-naked picture, video or message to someone else. For example because they want to:

- boost their self-esteem

- flirt with others

- test their sexual identity

- explore their sexual feelings

- connect with new people on social media

- join in with the perception that everyone is doing it

- or it may just be they find it difficult to say no, especially if the person is persistent.

It is therefore important to reinforce the message that the vast majority of 11-16 year olds are not sharing sexual images, either of themselves or passing on those shared by others. As demonstrated by the statistics used in the lesson, only 7% of 11-16 year olds surveyed said that they had taken or shared a naked or semi-naked picture of themselves[1].

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[1] nspcc.org.uk/globalassets/documents/research-reports/mdx-nspcc-occ-pornography-report.pdf

Together we can help children who've been abused to rebuild their lives. Together we can protect children at risk. And, together, we can find the best ways of preventing child abuse from ever happening.

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Personal, social, health and economic (PSHE) education is a school subject that supports pupils to be healthy, safe and prepared for modern life. The PSHE education curriculum covers a range of pressing issues facing children and young people today, including those relating to relationships, mental and physical health, staying safe and aware online, financial literacy and careers.

The PSHE Association is the national body for PSHE education. A charity and membership organisation, the Association works to improve PSHE education standards by supporting over 20,000 teachers and schools with advice, training and support. Find out more at **pshe-association.org.uk**

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