



Title: Social Media: Sending and sharing images

Level: Third

Code: 3.9.3

Links to Curriculum for Excellence

Experiences/Outcomes

- I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a
- I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b
- I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b

Benchmarks

- Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions.
- Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making.
- Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police.

About this activity (for S2)

Sending and sharing sexual images – nude photographs, photos in underwear, or performing a sexual act - is referred to as sexting by adults, but the young people may use another term such as 'nudes' – it is important to establish what language young people use, acknowledge it and allow them to use it in the activity even if its not a term you will use.

There are different opinions and research evidence about how common sexting is, this activity looks at why it happens, what the law says, what a young person can do if they have shared or received an image. What is clear from the evidence is that girls/young women are put under more pressure to share images and then are blamed/shamed for it. This is highlighted in the activity and whilst trying to support all young people to understand what is happening, girls/young women may need support from such blaming/shaming even in the learning context of this activity.

Teacher/educators delivering this activity should have undergone up-to-date child protection training provided by their setting. The teacher/educator delivering this session must know the children in the class/group. Where the issues raised in this session may trigger distress or anxiety for a child, discussions should take place with the child and parents/carers as appropriate as to whether the child wants to be part of the lesson and what support may be required.

Resources to support this activity

Two films are used in this activity:

- *Sending nudes* (5 minutes 36 seconds) available on the ChildLine site <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/> (Scroll down the page to find the film).
- *Exposed* is a film by the Child Exploitation Online Prevention (CEOP) unit. The film is tagged as being for 14 years and older. Viewing this content leads the authors of this resource to believe it is relevant for use with S2 classes and older although they may not be 14. Duration 10 minutes 49 seconds Link: <https://vimeo.com/22281979>

Activity

1. Introduce the activity as being about the taking and sharing of sexual images, this could be nude photos, or someone in underwear, or someone doing something sexual. In this situation someone asks or pressurises someone to do it, they get it and often they then share it. People call this sexting, but you might use other words – what would you say? (Stress, “it’s okay if the words wouldn’t normally be said in a class/group”)
2. Explain that to get discussion going we will watch this short film called **Sending nudes** (5 minutes 36 seconds) available on the ChildLine site <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/> (Scroll down to the bottom of the page to find it)
3. Ask for first thoughts having watched the film?
4. Have the young people work in small groups for a discussion activity. Provide each group with the 4 cards, asking them to take one at a time and have a chat.

Discussion cards

1. Girls face more pressure than boys to send photos or images. What do you think?
 2. The person whose image is shared is often blamed and shamed more than the person who asked her/him to take it. Why?
 3. Someone asks for a photo/image, they say it’ll be private, then they share it. What do you think?
 4. What do you think the law says about sexting?
5. Get some feedback.
 6. Explain that you can clarify what the law says - share the slide on **the law**. Read through and check understanding as you go. Take questions. The important point is to acknowledge this looks complicated but in essence if you are under 18 and you take or keep a sexual image of another under 18 you are breaking a serious law and could be prosecuted.
 7. Explain that it’s important that everyone thinks about what to do if they are sent an image, because as we just heard looking at the law it is a crime to share it. Ask for any ideas about what to do if you receive an image? If someone still jokes they will share it just respond that they leave themselves open to prosecution and move on to other responses. Then share the slide **If you receive a photo or image you didn’t ask for and shouldn’t have**. Check understanding, take any questions.
 8. Explain that there is short film to watch called **Exposed**, that it is about a situation a young woman finds herself in when images are shared (Duration 10 minutes 49 seconds) <https://vimeo.com/22281979>
 9. Take any immediate thoughts or questions after watching the film.

10. Share the slide: **If you have shared a photo or image of yourself you probably regret it and you are upset, so here's what to do now.** Check understanding.
11. To end, point the young people to good information and advice online on the ChildLine site, they can go to **childline.org.uk** and search sexting. Remind the young people they can also speak to you if they have a worry or a concern after the session.

As with all RSHP work, follow up on any concerns about a child after the session.

Additional ideas

- Research: Learners could explore this site and report on most useful aspects for young people:
<http://www.childnet.com/young-people/secondary>

Connecting with home

If it is possible to connect with a text message or short email to parents/carers the following short message could go home:

At school we are thinking about how we behave online. This article is good, it will give you some ideas about speaking to your child.

<http://www.childnet.com/blog/online-etiquette-or-netiquette-the-dos-and-donts-of-online-communication->

Further learning activities are available that connect to this RSHP curriculum content

- 3.9.1 Me online/How we use social media
- 3.9.3 Sending and sharing images

Practitioner Notes

