



Title: Social Media
Part 3: Sending and sharing images

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
<p>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 am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a 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</p>	<ul style="list-style-type: none"> • 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. • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Demonstrates the skills needed to challenge stereotypical images in the media, including social media, for example, confidence, judgement.

Learning intentions

- Young people talk about their online activity.
- Young people consider how popular culture and media impacts on them.
- Young people identify sources of information and support.

Success criteria

- I can describe what I do online.
- I reflect on my own behaviour and actions when I am online.
- I can reflect on the benefits and risks involved in being online.
- I have strategies to deal with situations that cause me concern.
- I can identify people or places to go to when I have questions or a worry.

Resources to support this activity:

- PowerPoint slides
- *For Your Eyes Only* (duration 2 minutes 33) from PDST Technology in Education on Vimeo at <https://vimeo.com/154302864>
- *Just For Fun* (duration 3 minutes 16) from PDST Technology in Education on Vimeo at <https://vimeo.com/160080883>
- *Forever* (duration 1 minute 51) from PDST Technology in Education on Vimeo at <https://vimeo.com/154299804>

Whenever you use content on a platform like YouTube or Vimeo please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.

NOTE: 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 it’s 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 and should know the young people 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.

Activity

1. Recap on the previous sessions. 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. Acknowledge that in this situation someone asks or might even pressurise someone to do it, they get it and often they then share it. People might call this *sexting*, but young people might use other words such as sending nudes – ask what the young people would call this.
2. **Sharing images.** Introduce the films, the first tells a story about sharing images from the perspective of a girl, the second from a boy. After each take time to get responses and discuss the issues that arise from viewing. Explore the perspectives young people have based on the gender of the young person – issues in terms of this will come up again in subsequent discussion.
For Your Eyes Only (duration 2 minutes 33) <https://vimeo.com/154302864>
Just For Fun (duration 3 minutes 16) <https://vimeo.com/160080883>
3. **Discussion:** 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/feedback about each statement. Alternatively use the prompt slides.

Discussion cards

1. Girls face more pressure than boys to send photos or images.
 2. The person whose image is shared is often blamed and shamed more than the person who asked them to take it.
 3. Someone asks for a photo/image, they say it’ll be private, then they share it.
 4. What do you think the law says about sexting?
5. **The law:** 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. (NOTE: These key messages at Third/Fourth Level are for under 16s. The law is different for 16/17 year olds if they are

in a relationship, there is consent and only if an image is shared with each other. Support for learning with young people aged 16+ is provided in Senior Phase)

6. **What should you do if you receive a photo or image you didn't ask for and shouldn't have.** Pose the question on the slide, have young people talk with a partner or small group before coming back together. Explain that it's important that everyone thinks about what to do if they are sent an image, because the young people heard earlier it is a crime to share a sexual image of someone under 18. *So, what did the young people think would be a good strategy if they receive a photo?* (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 information on the slides, check understanding, take any questions.
7. Acknowledge that being on the receiving end of an image means that someone has sent it, and so you have some information to share for this circumstance. Rather than pose as a question (young people might be dealing with such a situation, best move to good advice) share the 2 slides: **If you have shared a photo or image of yourself, here's what to do now.** Check understanding and discuss any questions raised. Spend some time supporting young people to work through the 'telling' someone, acknowledge how difficult this is. Go to the link on the slide (to the Healthy Respect leaflet *So you got naked online*) and encourage young people to do so too later as there is really good advice they can consider which includes positive strategies to increase their positive online presence.
8. **Watch the final short film.** It re-states the key messages about the impact on people when images are shared. Discuss any issues or questions that arise. *Forever* (duration 1 minute 51) at <https://vimeo.com/154299804>
9. 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.

Additional ideas

- Print and share this leaflet: *So you got naked online*
<https://www.healthyrespect.co.uk/StayingSafeOnline/Documents/So%20you%20got%20naked%20online%20Leaflet.pdf>
- *Sending nudes* (5 minutes 32 seconds) made by ChildLine <https://youtu.be/392azAUIUk0>
- Research: Learners could explore this site and report on most useful aspects for young people:
<http://www.childnet.com/young-people/secondary>
- *Exposed* is a film by the Child Exploitation Online Prevention (CEOP) unit. The film is tagged as being for 14 years and older. It could be used to return to learning around this topic in S3 or later. Duration 10 minutes 49 seconds Link: <https://youtu.be/9uJOXO AQ9Qo> Attention should be paid when using this film not to 'victim' blame for what takes place, rather link to the pressures young women face/coercion from partners.
- Check out PROJECT ROCKIT Online which is Australia's first ever platform to tackle (cyber)bullying that is designed by young people for young people <https://www.projectrockit.com.au/>

Connecting with home

Suggested text is provided with activity *Me online*

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

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

Practitioner Notes

