Title: Social Media/Sending and sharing images

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
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	• 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.

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
- *Stripped Snaps*: https://vimeo.com/696076672/de5e8699a2 (duration 5 minutes 21)
- *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.

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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 this 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.

Internet Watch Foundation Face the Facts Annual Report 2020 reported an exponential rise in self-generated content where children on their phones and laptops had clearly been coerced and groomed into sharing graphic sexual images of themselves, without realising these are being recorded and shared. In 2020 they confirmed 68,000 cases of self-generated imagery. There was a 77% increase on the number from 2019. New analysis shows in 80% of these cases, the victims were 11- to 13-year-old girls.

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. Introduce the activity as being about the taking and sharing of sexual images, explain this could be nude photos, or someone in underwear, or someone doing something sexual. Emphasise that this is not about anyone sharing personal experiences, nor should anyone use the activity to share someone else's personal experience. 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. **Taking and sharing images**: This short film **Stripped Snaps** **https://vimeo.com/696076672/de5e8699a2** has been scripted and made by the Scottish Youth Theatre. It is a humorous way to introduce ideas of the normalisation of sharing images, the pressures a young person can feel to conform, how such pressures can be informed by poor body image or not wanting to be rejected. Some of these themes are developed in subsequent films, but then in more ominous ways. Watch together and get some first thoughts from the group. The film ends with a prompt to ask the audience their advice for the character Kevin. Take some reactions from the group. Some prompts could be: Why do people feel pressured to take or share nudes? Is it becoming something that is almost expected?

3. **Sharing images: does gender matter?** 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

4. **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 and then feedback about each statement. Alternatively use the prompt slides.

   Discussion cards
   1. Girls face more pressure than boys to send photos or images.
   2. What often happens is… someone asks for a photo/image, they say it'll be private, then they share it.
   3. The person whose image is shared is often blamed and shamed more than the person who asked them to take 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. 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.

6. **If you <u>receive</u> a photo or image you didn't ask for, and shouldn't have.** Share the information on the slides, check understanding, take any questions. If someone still suggests they will share an image, respond that they leave themselves open to prosecution.

7. **If you have <u>shared</u> a photo or image of yourself, here's what to do now**. 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: Check understanding and discuss any questions raised. Spend some time supporting young people to work through the 'telling' someone, acknowledge how difficult this is.

   Share information about the help that young people can get called Report/Remove. This is a reporting tool and young people can use to report and remove images. Report Remove | Childline Read the slide and click through to the link to show the page.

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

As with many RSHP topics this may be a topic that young people want to explore further. These additional resources and materials can help you support further learning.

- So you got naked online: a resource that offers advice and strategies https://swgfl.org.uk/resources/so-you-got-naked-online/?gclid=EAIaIQobChMIseiAjda79wIVcYBQBh0lDwubEAAYASAAEgIwTvD_BwE
- So you got naked online SEND version/Guide for children and young people https://www.internetmatters.org/inclusive-digital-safety/so-you-got-naked-online-guide-for-young-people/
- *Sending nudes* (5 minutes 32 seconds) made by ChildLine https://youtu.be/392azAUlUk0
- Research: Learners could explore this site and report on most useful aspects for young people: http://www.childnet.com/young-people/secondary
- 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

As well as sharing the content of this activity with home, there is information and support for parents and carers that you might share.

- From Internet Matters: *Sexting Facts and Advice* https://www.internetmatters.org/issues/sexting/?gclid=EAIaIQobChMI8KnH-93c9wIVgmDmCh3AlgBhEAAYASAAEgL-xfD_BwE
- From Stop it Now/*Parents Protect*: https://www.parentsprotect.co.uk/sexting.htm?gclid=EAIaIQobChMI8KnH-93c9wIVgmDmCh3AlgBhEAAYAiAAEgKSWfD_BwE
- From the Spark for Parents and Families: https://thespark.org.uk/relationship-support-parents-families/free-parenting-resources/sexting-guide-for-parents/#:~:text=Speak%20openly%20and%20as%20early,educate%20them%20someone%20else%20will.
- Finally, if you are worried that an image your child has shared of themselves may now be available online then you can get help to check and remove it if necessary. The tool is provided by ChildLine and NSPCC: Report Remove - a tool for young people | NSPCC

Learning activities are available that connect to this RSHP curriculum content, go to earlier material in Third/Fourth Level learning to find:

- Social Media part 1: Me online/How we use social media.
- Social Media Part 2: Netiquette

Practitioner Notes

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