



Safer Schools Lesson Plan – Image Sharing Middle/Lower Secondary



Crib notes

We have adapted our teaching lessons to make them easy to use at home. The following information will help you read this lesson plan:

The writing in black contains the information from the PowerPoint slides. **The blue writing contains additional prompts which may contain questions to ask your child OR information that you need to answer any of their potential questions.**

Aim of the lesson:

This lesson looks at sexting – what it is, what the law is and how we should respond to it. The PowerPoint presents pupils with scenarios which will allow for pupil-led discussion around image sharing/sexting. The extended task focuses on pupils reflecting on how easily an image can be shared.

Teacher's Notes:

Here's the bit where we give you some key information so you can seem even smarter in the eyes of your pupils.

- 39% of teens and 59% of young adults have sexted at least once. Therefore, it is an issue which we need to address.
- If a child takes or sends an indecent image of themselves, they are technically breaking the law. However, the police aim to sensibly deal with crime related to this issue. They do not aim to prosecute children for an error of judgement. We must reassure children that the police will simply want to support them and keep them safe.



Lesson plan

Resources:

Image Sharing PowerPoint, 4 balls of string.

Learning objectives:

- Understand sexting and the law.
- Deepen our knowledge of what to do/who to speak to if we are worried.
- Learn more about the dangers of sharing images.
- Reflect on how easily an image can be shared.



Teaching:

Slide 1 and 2: Title page and L.O.

Slide 3: *Sexting*

Ask the pupils:

Have you heard of the term sexting before?

What other words have you heard used?

Slide 4: *Sexting and the law*

Remind pupils that the law is there to protect them.

- *Indecent images of someone under 18 are illegal to send, have or receive (this includes indecent images of yourself if under 18).*
- *However, the law is there to protect young people. If you have seen or shared an indecent image, report it straight away.*

Quick reporting = quick solution

Slide 5: *What they can do if you see or share an indecent image*

Remind them who they can talk to. Focus on the importance of early intervention.

- *The quicker an image is reported, the easier it is for internet platforms and the police to take the image offline and stop it being shared.*
- *Speak to a trusted adult. They will know who to speak to and how to help you.*
- *Speak to Childline, either online or on the phone (0800 1111).*

Slide 6: String task on how an image can spread online. **(This task is designed for multiple pupils in a classroom, so it may be impractical to do at home with your own children. You can simply move on to task 2 with your child/children)**

The idea of this activity is to show pupils how far a message can spread online.

- *The first ball is thrown around to all of the people who have seen your picture online. 5 or 6 pupils could be holding the string.*
- *The second ball is thrown to all the people who have seen the image after it has been shared by 1 of your online friends. 5 or 6 more pupils holding the string.*
- *The third string is thrown to all of the people who have searched for the image online. 5 or 6 more holding the string.*
- *The fourth string is thrown to the people who have seen the image after those who have search have re-shared it.*

Slide 7: *Things to remember*

- *As you've seen in the previous task, sending an image of yourself means it can be shared with others.*
- *Always talk to a trusted adult or to Childline if you are worried.*
- *Platforms like Twitter, Facebook and Google can remove images and prevent them spreading further.*

- Sexting can lead to online bullying, grooming or emotional stress.



? **Task:**

Slide 8: Scenario 1 (play animation to class)

Context: Sarah shares images with her partner. Two weeks later, she decides to break up with him. Her ex becomes angry and upset over the breakup. He then posts the images Sarah sent to him on social media. All of their collective friends have now seen the images of Sarah online.

Slide 9: contains hidden slide with Scenario 1 transcript

Ask pupils how they would help their friend in this situation.

- Remind them that the sooner an image is reported, the sooner it can be taken down.
- Their friend will not get in trouble with the police for making an error of judgement.
- Talk about consent. She consented to the original image – did she consent to the image being shared?

Slide 10, 11 & 12: Scenario 2a, b and c – Give a different scenario to each group. 3 similar scenarios with 3 different victims. Allow them time to discuss each scenario. Use the table in Slide 12 to help.

2a - Samuel is on a trip with his school football team. The coach had left the changing room to allow them to shower and change. As Samuel was showering, two of his teammates started livestreaming him on Instagram. When Samuel tried to cover himself up with his towel, one of the other boys pulled the towel off of him.

2b - Samantha is on a trip with her school football team. The coach had left the changing room to allow them to shower and change. As Samantha was showering, two of her teammates started livestreaming her on Instagram. When Samantha tried to cover herself up with her towel, one of the other girls pulled the towel off of her.

2c - Sammy is on a trip with his school football team. He recently told his classmates he was gay. The coach had left the changing room to allow them to shower and change. As Sammy was showering, two of his teammates started livestreaming him on Instagram. When Sammy tried to cover himself up with his towel, one of the other boys pulled the towel off of him. They called him cruel names and made fun of his sexuality.

Ask pupils how they would help their friend in this situation.

- Remind pupils that consent has not been given.
- If this is reported to Instagram it can be removed.
- They need to tell the teacher/coach.

Slide 13: Plenary - Collect their feedback on scenarios from each group.

Compare how groups respond differently to Samuel, Samantha and Sammy.

Use table to compare feedback.