

STAFF: Guidance and support

Thinkuknow is a great website that has information and guidance on a number of key topics regarding online safety which you can use in order to prepare for the delivery of this topic. For full access to materials you will need to register on this site. It takes only a few moments.

In addition, please look at the CPD PowerPoint which offers information and guidance on this session.

Some suggested topics you may want to look at for the delivery of this session are:

- Sexting
- The Law surrounding Non-consensual nude image sharing
- Victim-blaming attitudes
- Cyberbullying
- Online Sexual Harassment
- Online Grooming

Teachers guide

- Please refer to foot notes for further information and guidance.

Resources

- Video links embedded in PowerPoint
- Your Perceptions worksheet

Ground Rules

- Join in and make a positive contribution to the lesson.
- Support other people who are less confident.
- Listen to and respect what others have to say.
- Although we are discussing personal issues, nobody has to share personal experiences with the whole class if they don't want to.
- All will be respected for their views and opinions even if they are different from everyone else's.



Send me pic



Send me pic



Learning objective:

To identify **healthy and unhealthy characteristics of relationships online** and understand features of a situation where it's more risky to share a **nude image**. In addition, explore the kind of issues young people report to **CEOP**.

Learning outcomes:

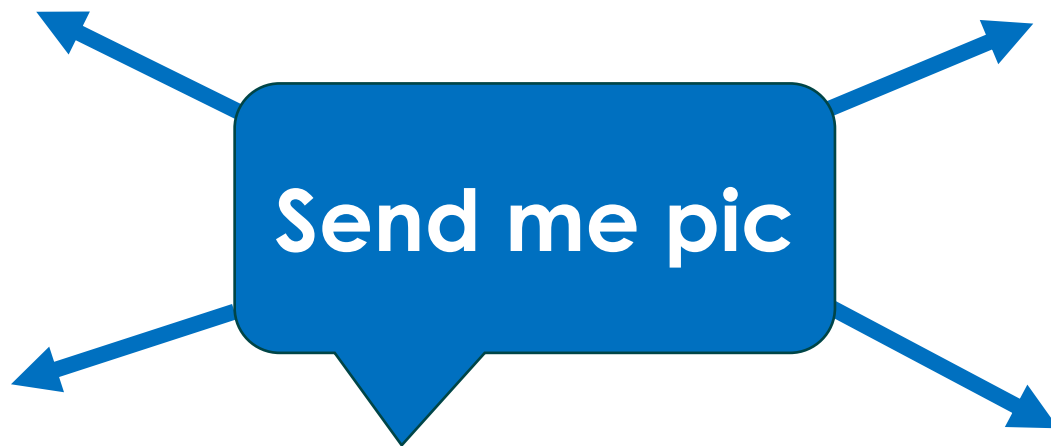
- I can explain what is meant by making and **sharing explicit images** and videos (e.g. nudes and up-skirting).
- I can identify different contexts in which this can happen (e.g. **consensual, non-consensual**).
- I can explain how relationships can safely begin (including online dating), develop, be maintained, changed and end online.
- I can describe **the laws** that govern online behaviour and how they inform what is acceptable or legal (e.g. sexting, trolling, harassment, stalking).
- I can identify **how to get help** if I'm worried about anything that's happened online, for myself or a friend.

Starter

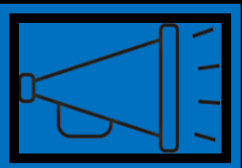


Write as many ideas as you can think of in response to the questions below. A volunteer can write down your class ideas on the whiteboard.

- 1) What does this quote make you think?
- 2) When might someone say this?
- 3) What might happen next?



Chat 1



- What's happening in this chat?
- What type of relationship does it show?
- What do you think is the gender of DC and JR?



What words describe how the couple (JR/DC) might be feeling following this chat



Respected

Happy

Confident

Excited

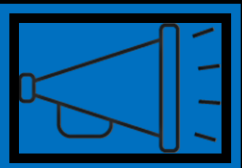
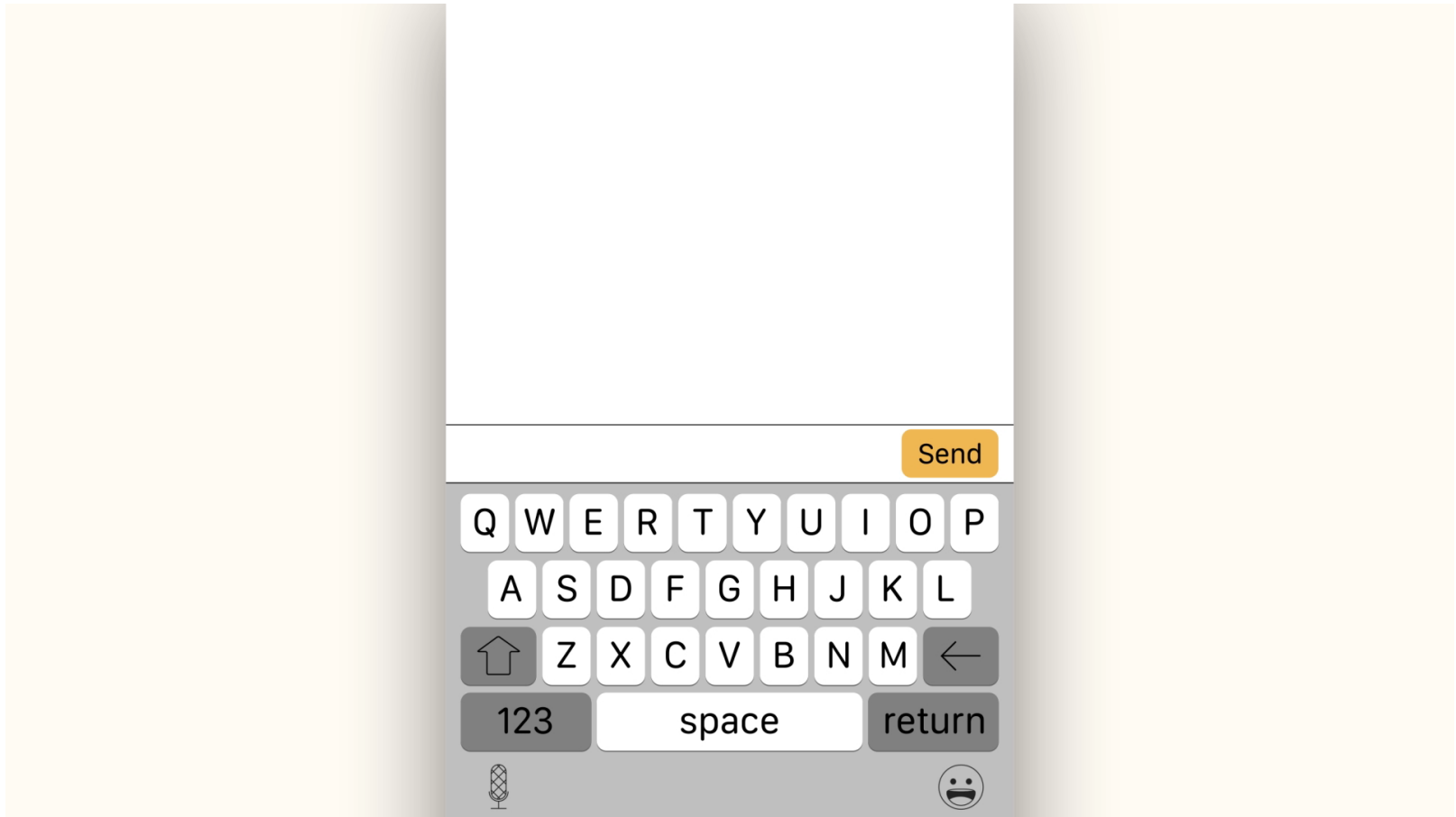
Loved

Valued

Flirty



Chat 2



- What's happening in this chat?
- How might K2K be feeling at the beginning of the chat and then again at the end of the chat?



The law



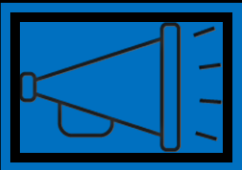
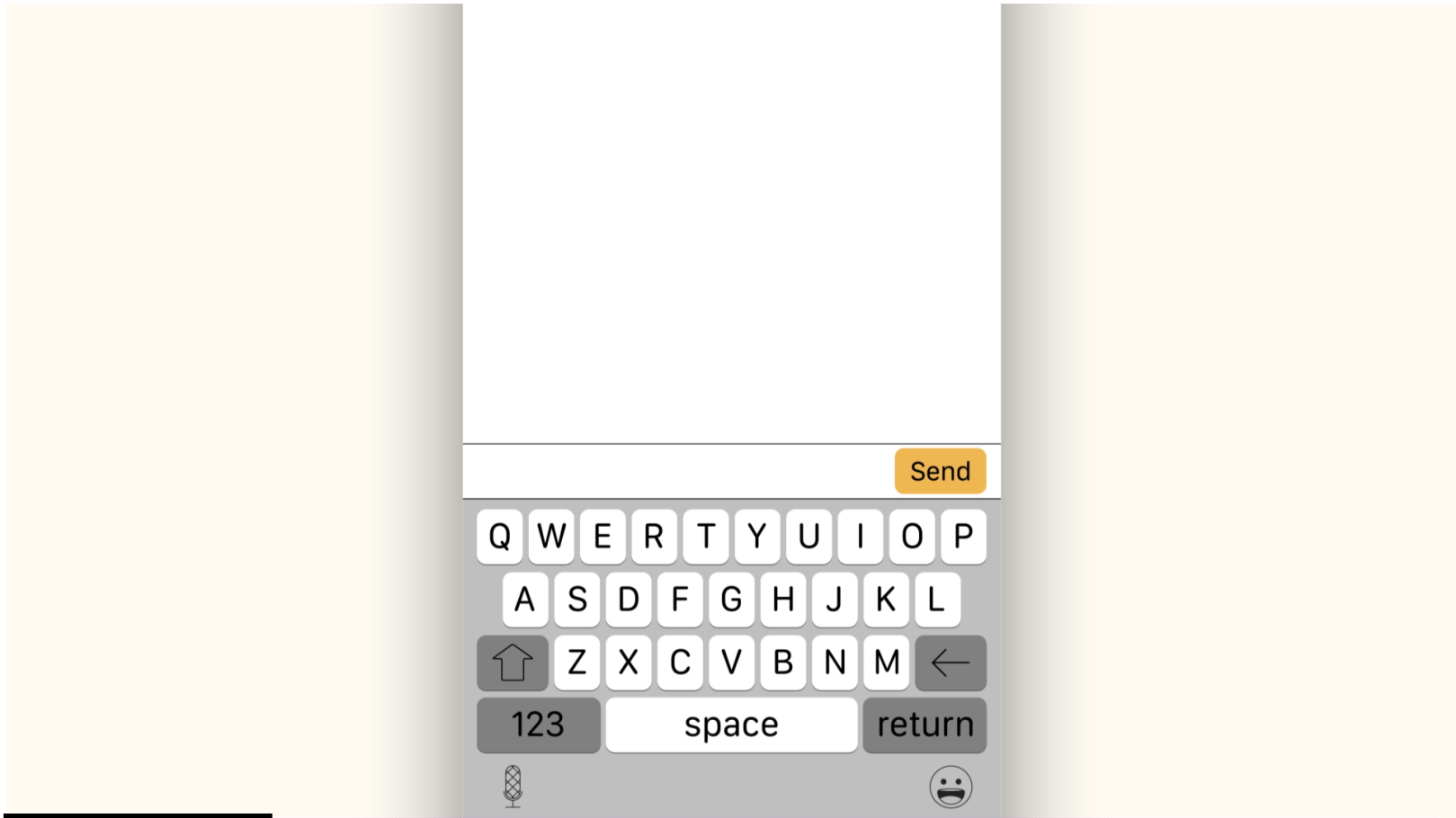
It is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18.

This law was created to **protect** young people.

The police work under clear guidance that young people should not be criminalised for sending nude images of **themselves**.

However, it's always wrong to share nude images of another young person without their consent and in cases like this, there is the possibility that the police may get involved.

Chat 3



- What is happening in this chat?
- What type of relationship does the chat show?
- Why might BB be asking for pictures?








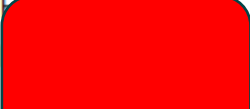


Responding to pressure

Explaining a reason

Explaining how they feel

Joking

Saying no

N1's positive strategies	How N1 says no	BB's response	BB's manipulative behaviours
	Err, here's me in my new trainers 😊	I think I deserve a bit more than that	
	Nahh, you need to chill	Plz do this for me	
	Sorry! Not in the mood	You know how much I like you. It's not like I'd show anyone	
	Just don't want pics floating around	Don't u trust me?	

Begging

Flattery and promises

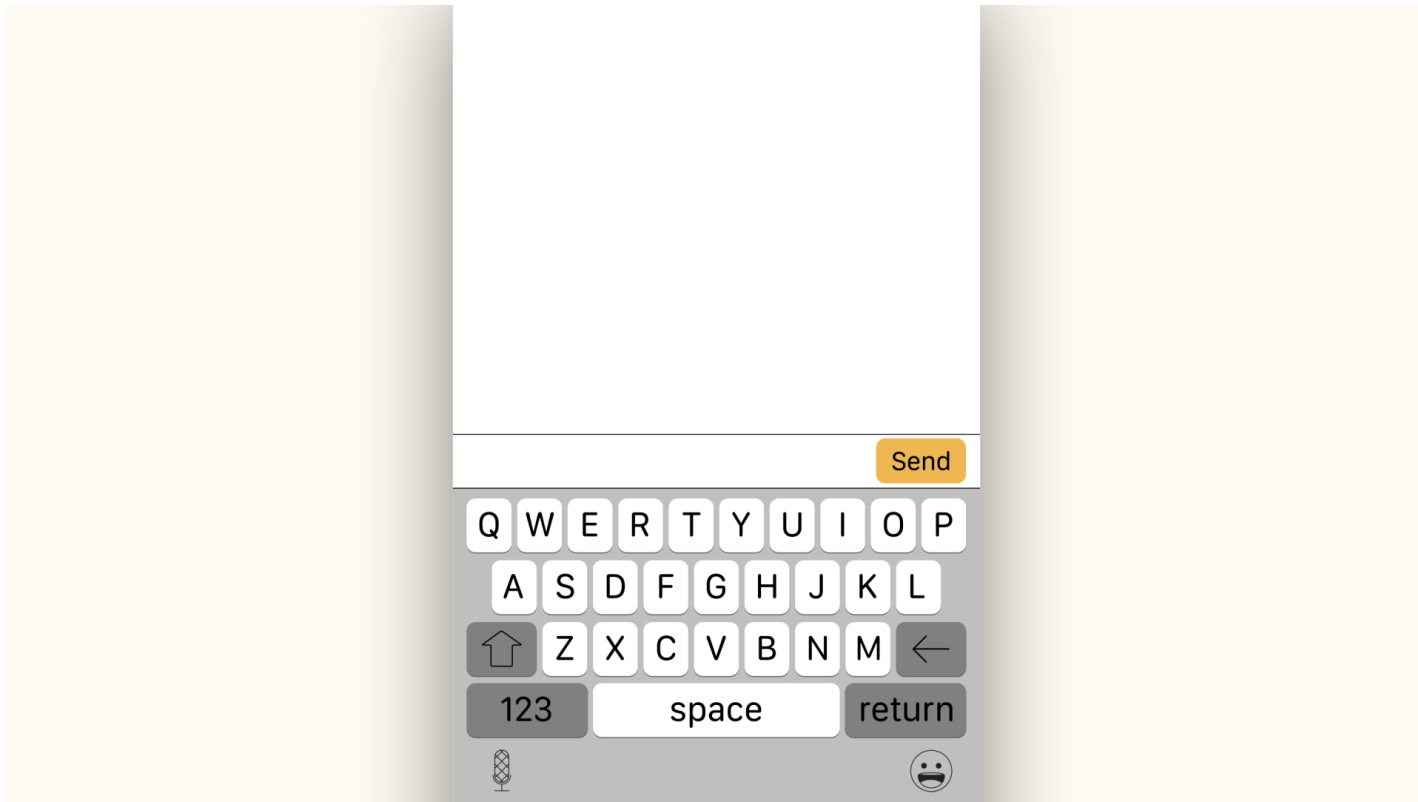
Making them feel guilty

Accusations

Match up the positive strategies with how N1's says no and the manipulative behaviour with BB's responses.

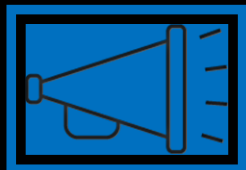


Chat 4



Stretch & Challenge:

What do you think about the differences in the responses from BB (Chat 3) and KS (Chat 4) after they both asked for pictures but were turned down.



- What is happening in this chat?
- How they think KS might have felt after J7 said, 'Umm, I don't think so, sorry'?
- How did KS deal with this?

What kind of issues do young people report to CEOP?



“Someone I don't know is asking me to send nudes”

“I'm being pressured, tricked or forced to send nude images, or get naked when live streaming”

“Someone is sending me nude images of other young people”

“An adult I've only met online is asking me to meet face-to-face”

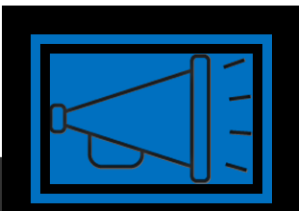
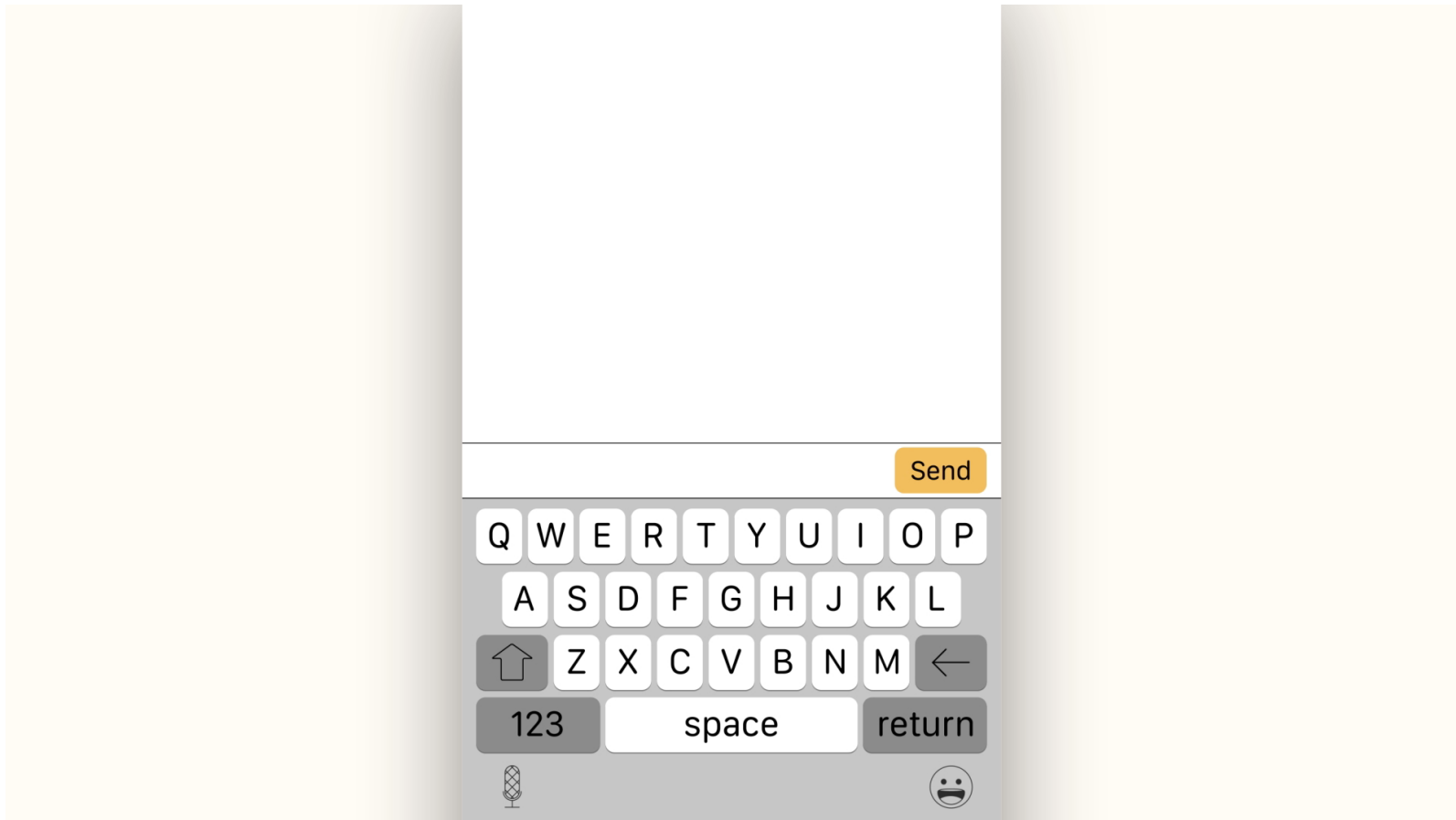
“Someone is talking to me in a sexual way, and making me feel uncomfortable”

“Someone is threatening to share my nudes with other people”



www.ceop.police.uk

Chat 5



- How do you think Rae was feeling at the start vs the end of the call?
- Did Lee say anything that might reassure Rae?



Reminder: The law



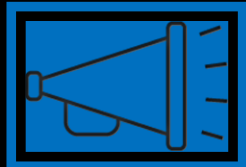
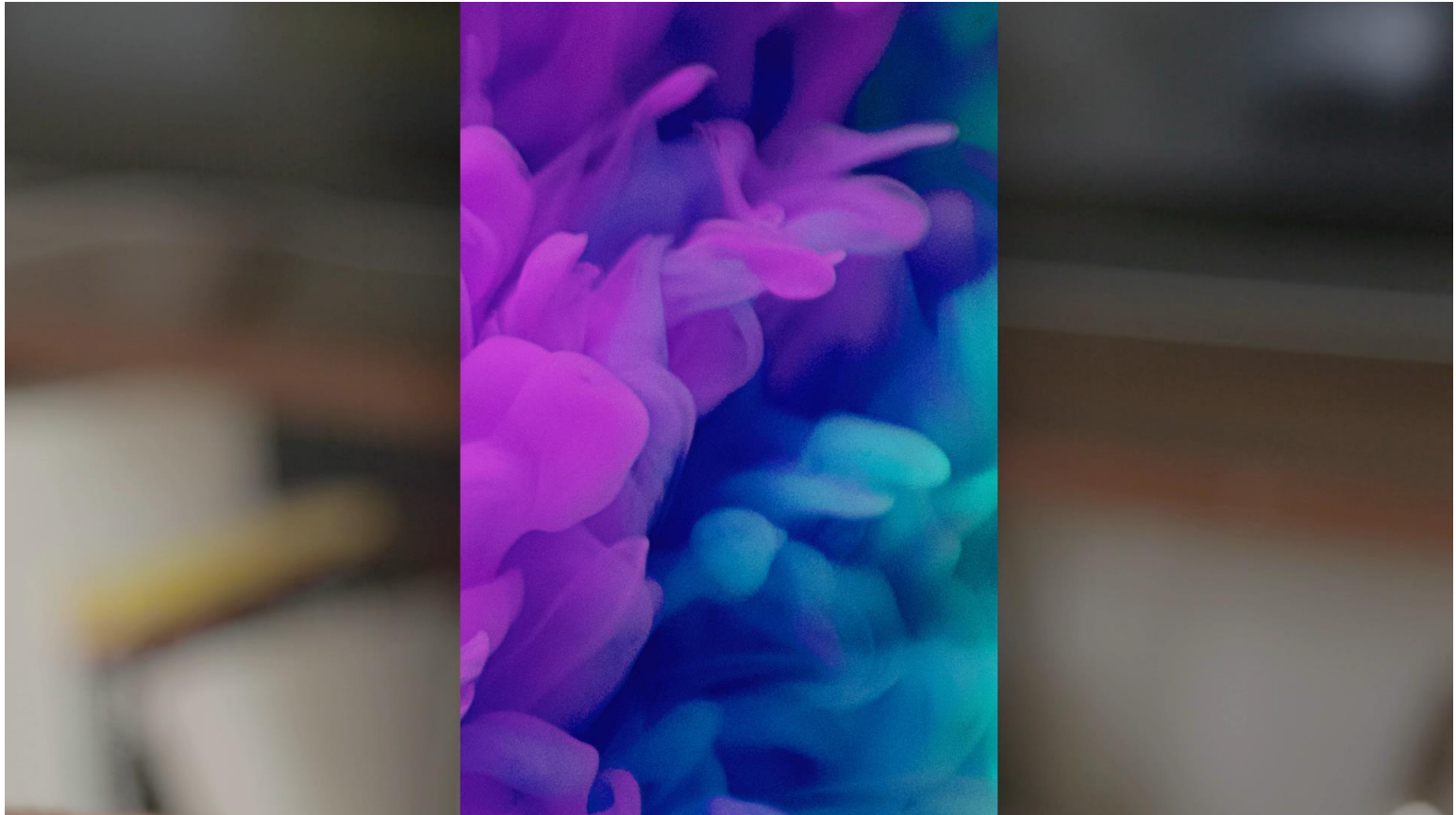
It is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18.

This law was created to **protect** young people.

The police work under clear guidance that young people should not be criminalised for sending nude images of **themselves**.

However, it's always wrong to share nude images of another young person without their consent and in cases like this, there is the possibility that the police may get involved.

Chat 6



a) What is happening in this chat?



Your Perceptions



I think B is a...

Male

Female

I think B's pictures were shared because...

It was funny

To bully B

I think the people were commenting on the pictures because...

It was funny

To bully B

I think B's friends comments were...

Brave

Unnecessary

Complete the Perceptions worksheet in groups, discussing your views and marking each line to show where you stand.

Stretch & Challenge:

If B is a different gender to the one you chose, does this change your answers?



Positive bystanders



The comments B's friends made are an example of being a **positive bystander**.

A **positive bystander** is a person who sees or witnesses someone being hurt or offended and decides to help them.

You can be a **positive bystander** in many ways, It doesn't mean you always have to call something out. You can be a positive bystander by not joining in.



Reflection

What one key message will you take away from this session that you can apply in the future?

Support and Guidance



THINKUKNOW – www.thinkuknow.co.uk



Childnet – www.childnet.com



Childline – 0800 1111



Safer Internet - www.saferinternet.org.uk



NSPCC - www.nspcc.org.uk

Your Perceptions

I think B is a...

Male

Female

I think B's pictures were shared because...

It was funny

To bully
B

I think the people were commenting on the pictures because...

It was funny

To bully
B

I think B's friends' comments were...

Brave

Unnecessary