



Session Three

Sharing sexual images



Note: Please read the Disrespect NoBody Discussion guide in full before starting this session to ensure safe delivery.

These sessions are not intended to be taught in isolation but should be part of a planned programme of learning about positive, healthy relationships.

- Approximate delivery time for the full session is 60 minutes. Those with limited time available should focus on the following sections, drawing out key points from the remaining sections throughout the activities (approx. 45 minutes):
- Starter activity
- The impact of sending 'nudes'
- Signposting support (plenary)

Session objective:

To learn:

- the risks associated with sharing sexual images
- ways to manage pressure to share sexual images

Intended learning outcomes:

Students will be able to:

- describe some of the risks in relation to sharing sexual images (sending 'nudes') explain the implications, including legal implications, of sending or forwarding sexual images
- explain how and from where to get help if someone is being pressured to send or share inappropriate images

Introduction

Agree or re-cap on ground rules, including what to do if students feel upset or uncomfortable (see Discussion guide)

Note: The films focus on male characters as the abuser and female characters as the target. While evidence shows that most abuse in relationships is perpetrated by males against females, it is important to highlight that abuse can happen within any relationship (including heterosexual relationships where the female is the abuser and the male is the target), as well as within lesbian, gay and bisexual relationships. Trans people are also disproportionately vulnerable to abuse.

Starter activity - baseline assessment (5 minutes)

- Go around the class and ask each student for one key message they learned in either of the previous sessions.
- Re-visit the class list of features of a healthy relationship. Emphasise trust, respect and equality, which are particularly relevant to this session.
- In groups, ask students to brainstorm the term 'nude selfie' or 'nudes'. Ask them to include all words and phrases that might be associated. Take feedback to gauge the group's existing understanding and adapt teaching accordingly

*Note: students may use different terms, (e.g. naked selfies, sexts, sexting etc).

Clarify that 'sharing sexual images' relates to when someone sends or receives a sexually explicit text, image or video via mobile phone, email or social media. Images could be sent from a partner, friend, or a stranger. (Distinguishing 'sexual images' is important, as young people may regularly send photos to each other, and they may send flirtatious messages).

Understanding the implications of sending a 'nude' (10 minutes)

Show the 'Sharing sexual images' film available from (www.disrespectnobody.co.uk or see **Resource A** for DVD order details).

Discuss the film as a class using prompt questions such as those below. Depending on the group size, you can either do this with the whole group or in smaller groups.

- **What are your thoughts about the person asking for the pictures?**

Using the class and official definitions of 'consent', discuss where or how in the film consent was or was not given.

Why do people send 'nudes'?

Using the 'Nude photos speech bubbles' (Activity 5), ask groups to fill in the speech bubbles with reasons why each person with a speech bubble may have sent a nude to someone else.

Take feedback and discuss with the class.

Examples of reasons could include:

- being 'in love' with someone and trusting them completely (i.e. not feeling at risk)
- feeling under pressure, from a partner/someone's demands for a photo
- feeling harassed, threatened or blackmailed into sending pictures
- feeling it's easier to 'give in' to somebody who keeps asking for photos
- thinking they 'owe' their partner or made to feel guilty if they don't send a photo
- FOMO/wanting to fit in with friends e.g. if friends are boasting about sending or having photos on their mobile phone
- worrying about being seen as 'not sexy', 'frigid', or 'shy'
- being in a long distance or online relationship and wanting the relationship to be sexual
- feeling proud of their body

Having discussed the reasons why someone might send a naked photo, ask the class why someone might ask another person to send one. Will any of the reasons be the same (being 'in love', feeling under pressure, fear of missing out/wanting to fit in with friends, worrying about being seen as not sexy, being in a long distance relationship etc)? Explain that pressurising someone to send or share a nude photo of themselves or of someone else is abusive behaviour, and that taking, possessing or sharing that photo would also be illegal if it is of someone under 18.



Checking for consent (20 minutes)

Explain to students that if a person sends naked or sexual photos or videos of themselves to someone else, they lose control over what happens to those images.

In groups, ask students to make two lists:

1. the risks someone takes when they send a naked photo
2. what the consequences might be

Take feedback, collating responses. Examples could include:

- Legal consequences: sending or sharing explicit images could be breaking the law.:
- If you have any indecent images or videos of somebody who is under the age of 18 you would technically be in possession of an indecent image of a child, even if you are the same age. This is an offence under the Protection of Children Act 1978 and the criminal Justice Act 1988.
- Sending sexual photos or videos:
- If you are under 18 and you send, upload or forward indecent images or videos on to your friends or partner, this would be breaking the law, even if they are photos of you.
- Another person could share the photo with others, or post it online, which means anyone could see it, (e.g. family, friends, teachers, even future employers).
- In extreme cases, it could be used to blackmail the sender into sending more photos or videos.
- If the relationship ends, the images could be shared as a way to humiliate the former partner ('revenge porn').
- It could lead to a range of other consequences, including bullying or unwanted attention from others.

The legal consequences may surprise students, and you should leave time to discuss and emphasise these.

- Give each group one of the Consent scenarios (Activity 6). In pairs or small groups, ask students to discuss their scenario and write around the outside their reactions to it. Ask them to answer the questions below, recording their responses around the outside.
- Ask each group to feed back their scenario, thoughts and responses to the consent questions. When each group has done that, read out the essential detail about each one to the class.

1. Are any of these scenarios consensual at any point? If so, when?

Essential detail

- Scenario 1:** the couple may have sent explicit images to one another consensually during their relationship (although if they are under 18 this would still be a criminal offence).
- Scenario 2:** not consensual at any point because one of the young people is drunk to the point of passing out.
- Scenario 3:** someone posting a photo of themselves in their underwear may be a free choice or it may have been done under pressure or manipulation. We do not know whether posting it was a consensual act.

2. Did any of the scenarios change to become non-consensual? If so, when?

Essential detail

- Scenario 1:** becomes non-consensual when the images are shared as revenge without the subject's permission.
- Scenario 2:** the pictures are both taken and shared without the subject's permission.
- Scenario 3:** the printing and sharing of the photo with abusive language is not consensual.

3. Are any of these scenarios illegal?

Essential information:

In all scenarios sharing of the photos is illegal. Sharing explicit images of children under 18 is illegal, and offers grounds for prosecution under various laws including: the Sexual Offences Act (2003), Malicious Communications Act (1988), Obscene Publications Act (1959) and Protection of Children Act (1978). If the victim is under 18, the perpetrator could be added to the Sex Offender Register.

What could the person affected in each scenario do?

Ask the class to suggest what the subject in each scenario could do next. Ask them to aim for five suggestions and make a class list. If any of the suggested responses in the list below are left out, make sure that students know that these are also options.

Suggestions could include:

- Give a killer 'come back'. (Explain that Childline offers some great tips on how to respond when someone is pressurising someone for a pic (download Childline's ZIPIT app to find out more). They can also contact Childline to get support from an expert.)
- Tell a trusted adult (e.g. relative, teacher, etc.) (People shouldn't give in to threats. It is better to walk away and tell a trusted adult).
- Speak to a helpline such as Childline or CEOP (Stress that if someone's pictures are being used against them then they can report it to CEOP, (Child Exploitation and Online Protection Centre). They help young people who are being targeted online or suffering sexual abuse. Young people can also speak to Childline for help and advice with any worries relating to sending nudes.
- Speak to the police (if someone thinks they are in immediate danger they should call 999).
- Explain what to do if someone receives an unsolicited nude picture: 'If you receive a nude picture you haven't asked for, delete it immediately. It's illegal to possess nude pictures of someone under 18. If they're over 18 and you're not, they could face legal action.'

Resource D contains details of further sources of support for young people.

Note: Discussion may raise issues in relation to pornography, online grooming and revenge pornography. Additional notes on these issues are set out in Notes for facilitators below.



Managing requests for an explicit image (15 minutes)

Remind pupils that it is the person who shares an explicit image who is in the wrong, but that it is important to know what to do if this happens.

Divide the class into small groups, and give each group a problem from the 'Online problem page' (Activity 7). Acting as online agony aunts/uncles, ask them to list the things the sender could do, then write an email response. Make sure they consider the following:

- What could be the consequences of sending the image?
- What could they say or do?
- How can they respond in a way that keeps them safe?
- Where else could they look for help?

Resources D and E contain a list of sources for students and teachers that can provide advice on how to respond to requests for photos safely.



Plenary and reflection on learning (10 minutes)

Remind pupils of the following:

- it is abusive behaviour to pressure someone into sending naked/semi-naked photos of themselves
- sharing sexual images of another person is a violation of privacy and could also be a criminal offence
- abusive behaviour can take place on- or offline

It is important to signpost students towards organisations which provide support and advice for people who may be in an abusive relationship. **Resource D** lists sources of help for young people. Make sure these are accessible to students e.g. as a photocopied list to take away with them.

Suggested questions for discussion or private reflection:

- do you feel differently about anything as a result of what you have seen and heard in this session?
- has anything surprised you/shocked you?

Ask the class to share one thing they have learned in today's session that they didn't know before. To help, revisit the learning outcomes and ask them if they can:

- describe the risks of sharing sexually explicit images of themselves or others
- explain the implications, including legal implications, of sending or forwarding sexual images
- explain where and how to get help if they or a friend is experiencing abuse, including being pressurised to send or share inappropriate images.

Notes to facilitators

Online grooming

Online grooming is when someone builds an online relationship with a young person and tricks or forces them to do something sexual, such as sending a naked video or image of themselves. It might include trying to meet up with the young person. People who do this often lie about their identity.

Pornography

People who watch porn can sometimes think that it portrays a true picture of sex and relationships, which can, in some cases, promote unrealistic expectations about sex. For example, actors in porn films sometimes have cosmetically enhanced bodies, or perform extreme acts. Consent is rarely negotiated in pornography, and sex can be driven by one partner rather than mutually agreed. It is important that pupils know pornography doesn't reflect 'real life' sex, and pressuring someone into doing something they don't want to is abusive behaviour.



Revenge porn

Revenge porn is the sharing of sexual materials, such as photos or videos of another person without their consent, with the intent to cause embarrassment or distress.

The offence applies both online and offline, and to images which are shared electronically or otherwise. This includes uploading images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image. 'Revenge porn' is a criminal offence.

See **Appendix D** for further sources of support for students, including those above.

