THINK U KNOW

TEACHER'S TOOLKIT

Online interactions: Raising awareness about image-based abuse
Years 9–12

ABOUT THIS TOOLKIT

This Toolkit and the associated Student Activity Pack have been designed for all learning formats. The information and included activities can be delivered in a variety of settings including; in the classroom and independently from a remote location. Both the Teachers Toolkit and Student Activity Pack contain all the information needed to work through the learning activities and assessments.

This Teacher's Toolkit and the associated lesson – Spot the red flags, is designed to build on students' understanding of image-based abuse in the context of personal image sharing online. It is intended for upper high school students (Years 9-12) but can be adapted to suit a younger audience. Our messaging underpinned by the principle of respectful relationships in the context of minimizing the incidence of online child sexual exploitation. We anticipate this lesson will encourage students to consider a few key questions before sharing anything online to ensure the safety and wellbeing of not only themselves, but those they interact with online.

Content Warning: The content in this lesson plan discusses topics relating to online child sexual exploitation. The lesson plan is age appropriate, however the information is sensitive and may cause concern for some participants.

Teachers/educators should ensure the topic of this lesson plan does not directly involve or affect students in the audience. Some students, due to various reasons, may find the information distressing or it may make them uncomfortable. For these reasons, extra consideration of their needs and/or involvement may be required.

Consider advising students in advance that the content may be confronting. Talk with your students about help and support options. Always follow up with students, particularly if they show signs of worry, sadness, distress or display changes in their behaviour.

Teachers/educators should also be aware that the following topic could lead to students disclosing personal experiences and information in which school staff members are to follow their child protection reporting requirements.

TEACHING AND LEARNING GOALS

To provide students with practical skills by encouraging critical thinking and prompting thought and consideration towards sharing personal sexual content and non-consensual image sharing.

Outcomes:

1. Students explore the role of technology in relationships and the expectations that everyone's boundaries will be respected, and discuss strategies to assist them in doing so.

2. Students apply critical thinking skills when interacting with people online and ensuring their privacy and safety are a priority at all times.

3. Students consider current legislation that exists around image-based abuse and implications for non-consensual image sharing.

4. Students can apply previous learning on reporting processes and where to get help to situations where they feel their privacy and/or safety is at risk.

TIME

This lesson plan is approximately 40 minutes in duration (plus 10 minutes for optional extension activity) and can be adapted by the teacher as required.

LOCATION/SETTING

This Teacher's Toolkit has been developed to suit various learning settings.

MATERIALS

Students require a computer with sound capabilities; two sheets of lined paper (or printer access) and a pen.

RESOURCES

Included in this Teacher's Toolkit:

- **Resource one:** Teacher's Toolkit
- **Resource two:** Student Activity Pack

LINKS TO AUSTRALIAN CURRICULUM

Learning areas:

- Health and Physical Education: ACPPS090, ACPPS093

General capabilities:

- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Ethical Understanding
- Personal and Social Capability.

LESSON PLAN SEQUENCE

1. Introduction, Legislation, ThinkUKnow tips and did you know?
2. Overview of image-based abuse and scenario
3. Scenario activity and questions – Spot the red flags, and optional extension activity
4. Summary question
5. Concluding activity

NOTE TO TEACHER

Notes for the teacher are included below, the instructions for students which will be included in their lesson plan (learning resource two) will be in italics.

1. INTRODUCTION (10 minutes)

INTRODUCTORY INFORMATION

Technology plays an important role in our everyday lives, and a significant part of this is how we build and maintain our relationships.

The purpose of this lesson is to provide students with a scenario and consider the role they play in the non-consensual distribution of someone else's private content by either being part of the distribution network or not contributing to the situation.

To start the lesson, it is helpful to clarify students' understanding of what image-based abuse means.

Image-based abuse occurs when intimate, nude or sexual images are shared without the consent of those depicted, or a threat to share the content is made. These include real, photo-shopped and drawn pictures and videos.

Examples of image-based abuse include:

- *Your current partner or an ex, sharing a sexual image of you on social media without your consent.*

- *Someone threatening to send an intimate image of you to other students in your year group.*

Building on students understanding of respectful relationships, it is important to reiterate the concept should also be applied to interactions online.

Whether it is social media, instant messaging or image sharing apps, the way we behave online should be the same as if you were interacting with someone in person.

In the online context, this means showing each other respect, because regardless of whether you are online or offline, everyone has the right to be treated with respect.

Respect means:

- *Respecting your own boundaries and not engaging in something that makes you feel uncomfortable. Knowing you have the right to say no.*

- *Not coercing people into situations or pushing them beyond their boundaries.*

- *Understanding that everyone is different and what you might see as something easy or minor to do, might make someone else feel uncomfortable.*

During this time, encourage students to think about what respect means to them, and how they apply this to all situations in life, including when communicating online.

Think about your friendships and relationships, do you manage these differently depending on whether you are communicating online or face-to-face? Why is it different or the same?

Students aren't required to share their answers with the class as it may be something they aren't comfortable sharing openly. If they feel they want to talk to someone about it further you can assist them in finding the appropriate person.

A NOTE ON LEGISLATION

If you share someone else's personal sexual content to deliberately embarrass or cause harm, there can be severe consequences for your actions.

- Some states and territories have laws which specifically address image-based abuse and can be found at www.esafety.gov.au/image-based-abuse/legal/whats-the-law-inmy-state-territory

- The *Enhancing Online Safety Act 2015* was recently amended to establish a civil penalties scheme to address the non-consensual sharing of intimate images. This scheme allows victims of image-based abuse to make a report to the eSafety Commissioner who can take removal action. In some cases, action can also be taken against the person who posted, or threatened to post, an intimate image without consent. Further information can be found at www.esafety.gov.au/image-based-abuse/actions/civil-penalties-scheme

- Under Commonwealth legislation, having a naked or even a partially naked image of a person under the age of 18 (including youth produced material) may be classified as child exploitation material.

THINKUKNOW'S TIPS

Image-based abuse can be a complex and difficult situation, so it is important that you seek help and know how to take action.

If you are a victim of image-based abuse, it is not your fault and there is help available.

1. If someone has distributed your content without consent, collect as much evidence as you can including screenshots, URL's or any other records to make a report to police and/or the eSafety Commissioner.

2. It is never too late to seek help or support from trusted adults or support services.

3. Your safety and wellbeing should be your priority, nothing is so bad that that you can't tell someone.

4. Know how to block and report on the apps and sites you use.

5. If you receive a personal sexual image from someone, delete it straight away and do not share it – there can be significant consequences.

The eSafety Commissioner has a range of resources and advice on what to do if you or a friend find themselves in this situation (visit esafety.gov.au)

NOTE TO TEACHER

The AFP and the eSafety Commissioner have developed a guide to help schools respond to incidents involving non-consensual image sharing. It can be accessed here: https://www.thinkuknow.org.au/teachers-toolkit

DID YOU KNOW?

A study[1] involving 6,000 participants aged 16 to 64 years old from Australia, New Zealand and the United Kingdom conducted in 2019 found that:

- 1 in 3 respondents reported that someone had **taken** a nude or sexual image of them without their consent

- 1 in 5 reported that someone had **shared** a nude or sexual image of them without their consent

- Almost 1 in 5 reported that someone had **threatened to share** a nude or sexual image of them

- 1 in 7 of those surveyed had experienced **all three forms** of image-based abuse

- 1 in 2 respondents aged 16-39 years had experienced **one or more form** of image-based abuse

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1   Image-based sexual abuse – an international study of victims and perpetrators
    https://www.researchgate.net/profile/Asher_Flynn2/publication/339488012_Image-based_sexual_abuse_An_international_study_of_victims_and_perpetrators/links/5e55aed24585152ce8efd840/Image-based-sexual-abuse-An-international-study-of-victims-and-perpetrators.pdf?origin=publication_detail

2. OVERVIEW OF IMAGE-BASED ABUSE AND SCENARIO (20 minutes)

LESSON PLAN FOR STUDENTS

This activity is intended to help students recognise image-based abuse behaviour and identify the correct actions based on the scenario provided.

Overview of image-based abuse

The below discussion questions are to summarise the previous section on defining image-based abuse to ensure students have an understanding of the issue.

What is image-based abuse?

[Answer – Image-based abuse occurs when intimate, nude or sexual images are shared without the consent of those depicted, or a threat to share the content is made. These include real, photo-shopped and drawn pictures and videos.]

What does non-consensual means?

[Answer – Without the willing agreement of the people involved.]

3. SCENARIO ACTIVITY AND QUESTIONS – SPOT THE RED FLAGS

Do you know how to spot a red flag?

This video is a scenario where characters undertake actions that can lead to image-based abuse. These actions are followed by a red flag which will pop up on screen.

As you watch the video, keep an eye out for the flags throughout and think about what actions the characters take which may indicate the wrong behaviour.
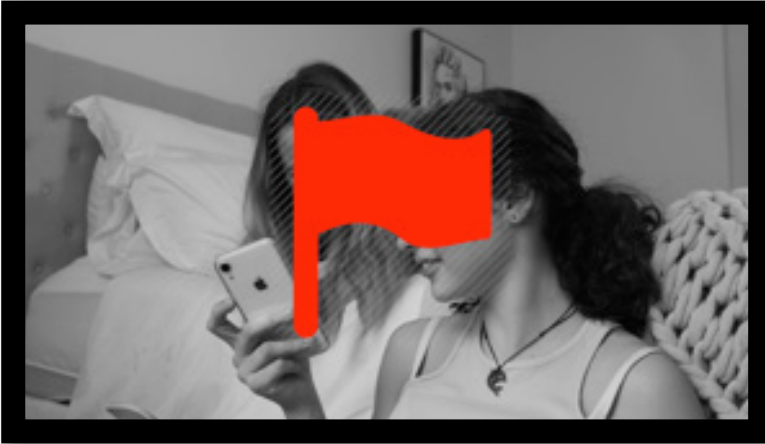

0:09

Access the video here: **https://youtu.be/_0xhJUcJtk4**

There were four red flags raised in this video at various points. How did the red flags correspond with the wrong actions?

Flag one

What happened in this situation and what did flag one signify?

What is the correct action to take?

0:14

[Answers – One of the characters received what seemed to be a personal image from another person called Nick and then showed her friend. The correct action to take if you receive any type of personal sexual content is to delete it straight away].

Flag two

What happened in this situation and what did flag two signify?
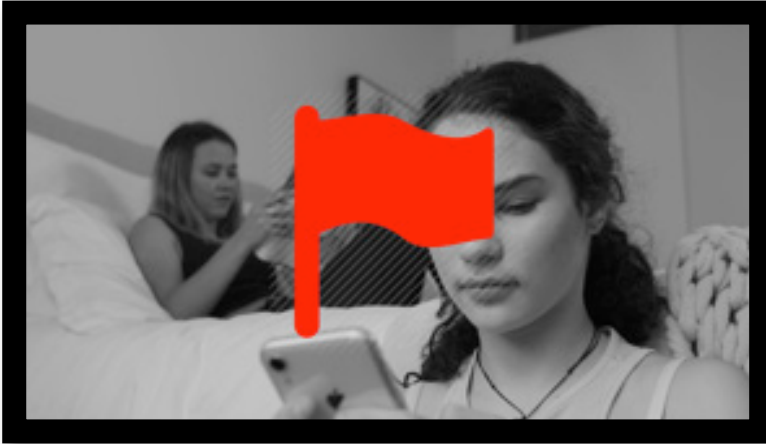
What is the correct action to take?

0:26

[Answers – Nick requested an image in return for sending one. The correct action to take is that it is okay to say no if someone is asking you to create and send personal sexual content].

Flag three

What happened in this situation and what did flag three signify?

What is the correct action to take?

0:33

[Answers – A friend suggested on sharing the personal content to the group chat to see what they think of it. This is non-consensual image sharing because Nick has not given his permission to send it on. The correct action to take in this situation is to delete it straight away and don't share it. If you have a naked or even partially naked image of a person under the age of 18 – including one of yourself, it may be classified as child exploitation material].

Flag four

What happened in this situation and what did flag four signify?

What is the correct action to take?

0:46

[Answers – One of the girls in the group chat shared Nick's personal image with another friend and now it has gone around the school. Once you have shared an image or video it can easily be shared by another person and you don't know where it could end up. The correct action in this situation is to seek help and support].

OPTIONAL EXTENSION ACTIVITY (10 minutes)

Putting into practice what the students have learnt from the 'Spot the red flags' video, consider following questions:

1. *What advice would you give a friend who found their content had been shared without consent?*

   [Example answer:

   – Let them know they have done nothing wrong and that you are there to help and support them;

   – Encourage them to speak to a trusted adult;

   – Collect evidence of the online interactions including URL's, screen names and copies of the conversations;

   – Report to eSafety Commissioner to remove any explicit images;

   – Encourage them to make a report to police.]

2. *Discuss ways to say 'no' if someone asks you to share personal sexual content of yourself.*

   [Example answer:

   – Confidently and directly saying no without giving an explanation;

   – Use humour to deflect the conversation;

   – Be honest and explain you aren't comfortable;

   – Take control and be firm – don't let their persistence change your response.]

3. *Identify options to seek help and advice from if they were in this (or similar) scenario.*

   [Example answers:

   – Parent or carer;

   – Teacher;

   – Support services.]

4. SUMMARY QUESTION (5 minutes)

This has been included to give students the opportunity to write down their understanding of image-based abuse and the correct actions to take by putting their understanding to practice.

After you have completed the scenario activity 'Spot the red flags', write down what the correct action should have been taken to avoid the image-based abuse situation unfolding.

5. CONCLUDING ACTIVITY (5 minutes)

Giving the students an opportunity to reflect on their own actions and encourage them to make positive changes.

Now have a think back to the start of the lesson where we discussed technology in the role of online interactions. Think about whether you have been respectful to others in your online interactions or whether you have in the past contributed to image-based abuse. What can you do to make the situation better? If you messaged someone something that was inappropriate you could apologise and ask them to delete it? If someone isn't respecting your privacy or wishes you may need to ask someone for help or talk to a trusted adult, like your parents or teachers.

Assessment (optional)

This is an optional exercise for your students as a way for you to measure their learning and ensure they have completed the above activity.

Send your 'Spot the red flags' scenario answers back to your teacher. They just want to make sure you are thinking about these things before sharing content online and can offer further advice if you need it.

HELP AND SUPPORT

Online child sexual exploitation, including grooming and extortion, can be reported to the **Australian Centre to Counter Child Exploitation**.

The **ThinkUKnow** website has information and resources to prevent online child sexual exploitation as well as how to report and get help.

If you become aware of explicit content that has been posted online, including child sexual abuse material, report the site to the **eSafety Commissioner**. They have a range of powers to take action to have content removed.

Kids Helpline is a free, confidential telephone and online counselling service for young people between 5 and 25 years old.

If a child is in immediate danger, call 000.

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