THINK U KNOW
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TEACHER'S TOOLKIT

Sharing personal sexual content (sexting)
Grades 7–10

ABOUT THIS TOOLKIT

This toolkit is designed for students in Grades 7–10 and discusses the issue of personal sexual content sharing or 'sexting' among young people. This lesson can be adapted to suit individual age groups or to address issues relevant to the group.

The purpose of the lesson plan is to prompt an open discussion among students around the topics of:

- Content sharing
- Potential social outcomes
- Potential legal outcomes
- Respectful relationships
- Peer and relationship pressures
- Gender stereotypes, sexual discrimination and judgement
- Responsible and ethical use of technology.

TEACHING AND LEARNING GOALS

Students will be able to:

- Identify what non-consensual personal sexual content sharing is
- Understand the personal, social and ethical implications of sharing someone's personal content
- Develop an understanding of the ethical and respectful use of technology and managing relationships
- Understand where to get help if a similar issue happens to them.

TIME

This lesson plan is approximately 60 minutes in duration, and can be adapted by the teacher as required.

LOCATION/SETTING

Classroom with AV facilities.

CLASSROOM MANAGEMENT

This lesson plan can be organised as a class or in small groups.

MATERIALS AND RESOURCES

1. **Resource one:** Introductory information to personal sexual content and technology
2. **Resource two:** Megan and Ryan's Story video
3. **Resource three:** Megan and Ryan's Story video with discussion questions
4. **Resource four:** 'Eggsposed' game.

LINK TO AUSTRALIAN CURRICULUM

This lesson plan can be examined as part of the Australian Curriculum's General Capabilities:

- Information and Communication Technology Capability
- Ethical Understanding Capability
- Personal and Social Capability

LESSON PLAN SEQUENCE

1. Introduce personal sexual content sharing and technology, including a general discussion on the use of technology and relationships

2. Play Megan and Ryan's story video

3. Play Megan and Ryan's story video with questions and class discussion

4. Optional: Activity to reinforce social and ethical understanding and the use of technology.

TIP: Remain open and understanding, we are here to educate, not judge

INTRODUCTION

RESOURCE ONE: INTRODUCTORY INFORMATION

Aim: to determine what experience students have with this topic

- Introduce the topic of personal sexual content sharing
- Explain concepts and definitions if required
- Determine what students already know about the use of technology and managing relationships (use mind-mapping or brainstorming).

Sexting, naked selfies or sending pics refers to sexual content which people send over mobile devices or over the internet.

If the person represented in the image or text is under the age of 18, it can be considered child pornography under Commonwealth legislation. This legislation has been designed to protect children and police can get involved in investigating cases where images may have been sent or forwarded with malicious intent.

Ghost, decoy or vault apps can be used to hide images on smartphones. Popular choices include Secret Calculator, Hide It Pro and NQ Vault.

There is also a trend toward apps for **sharing 'erasable' media**, where young people send images believing that they 'disappear' after a short time. However, entire deletion cannot be guaranteed as these apps often allow for 'screenshots'.

Young people may engage in this behaviour for various reasons including intimacy with their partner, in the hope to gain a partner, the belief that it is the 'norm' in young relationships gained from seeing other young people to do it, the media, or through exposure to pornography.

We want young people to be aware that **once they send or post something online, they have lost control** over where that image or message will end up.

We know 'sexting' is becoming more common among young people. If young people receive personal sexual content from someone, they need to **respect that person's privacy** and **not share the 'pic'**.

THINKUKNOW'S TIPS

1. If an image of yourself appears on a website or app, and you have not consented to the use of this image, contact the administrator to seek its removal

2. Contact the person who has shared the photo or video and ask them to remove it and delete all copies

3. Keep evidence by taking screenshots and noting the web addresses of the content. You can also use another device to take photos of the content

4. Google can stop specific pages containing inappropriate images appearing in image search results. (This will only help with Google searches, the videos and photos will still be searchable using other search engines such as Yahoo)

5. Make sure webcams are covered when not in use

6. If you need help or support, talk to someone you trust, or contact Kids Helpline

7. Remember, under Commonwealth law, a sexually explicit image of someone under the age of 18 may constitute child pornography. Young people need to be aware that they may be committing a crime when taking, receiving or forwarding sexual content of themselves or friends who are minors. This applies even if all participants are willing.

Offensive and illegal content can also be reported to the Office of the Children's eSafety Commissioner, who can investigate and take action on content that is likely to be prohibited under law.

NOTE TO TEACHERS:

If you become aware of students sending/receiving 'sexts' at your school you need to determine whether you will contact the student's parents and follow any policies or mandatory reporting guidelines. Consider whether police involvement is required for any malicious or criminal issues.

DID YOU KNOW?

The Australian Institute of Criminology conducted a study into young people and sexting. Out of a sample of 2,000 respondents between the ages of 13 to 18, this study found that:

- Almost half (49%) reported having sent a sexual picture or video of themselves to another party
- Two thirds (67%) reported having received a sexual image
- Sexting was prevalent among all age groups, however 13–15 year olds were particularly likely to receive sexual images
- Most sexting occurred between partners in committed relationships
- The young people reported the practice of sexting as a consensual and enjoyable part of their intimate relationships.

FURTHER SUPPORT

Kids Helpline 1800 55 1800 | https://kidshelpline.com.au/teens/get-help/webchat-counselling/

Lifeline 13 11 14 | https://www.lifeline.org.au/get-help/online-services/crisis-chat

**Headspace 1800 650 890 |** https://eheadspace.org.au/

BODY OF LESSON

RESOURCE TWO AND THREE: VIDEOS WITH DISCUSSION

Aim: For students to become aware of the personal and social impacts of using technology, particularly the impacts of non-consensual personal content sharing.

- Play the video 'Megan and Ryan's Story' **without the questions** to place the video into context.
  - The video depicts a teenage girl's experience of taking a personal image of herself and sending it to a boy who shares it with their classmates.
- Play the video 'Megan and Ryan's Story' with questions for class discussion.
  - On each question it is recommended that the video is paused with the following discussion prompts.

MEGAN AND RYAN'S STORY WITH QUESTIONS AND DISCUSSION PROMPTS
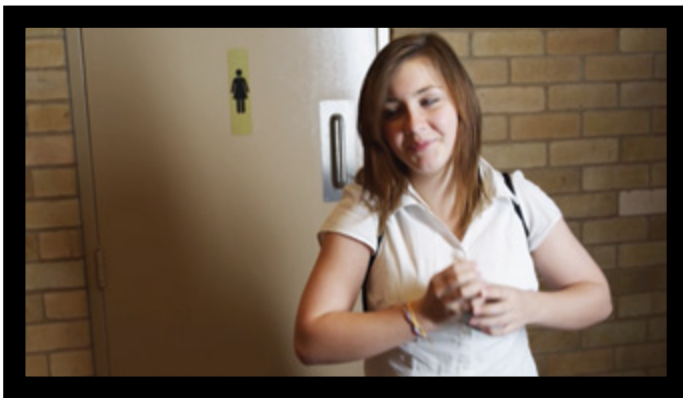
0:09

Question: What could have influenced Megan's decision to take this photo?

- Encourage students to think about peer and relationship pressures
- Highlight the personal and ethical implications of sending personal sexual images

Sample answers

- She was asked to send it
- Everyone does it
- She thought the person she sent it to would keep it to themselves
- To show that she likes the person she sent it to

General capabilities

- Personal and Social Capability – understanding relationships
- ICT capability – identify the impacts of ICT in society

0:26

Question: Now that Megan has sent her photo to Ryan – what are his responsibilities?

• Encourage students to think about respectful relationships

Sample answers

• Ryan should keep it to himself and not show anyone

• Delete it from his phone

• Not pressure her to send the image in the first place

General capabilities

• Personal and Social Capability – understanding relationships, recognise emotions; express emotions appropriately

• ICT Capability – identify the impacts of ICT in society

• Ethical Understanding Capability – reason and make ethical decisions; consider consequences

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0:42

Question: Megan's image has been shared to her classmates without her permission – how would she feel now?

• Encourage students to think about the social and ethical implications of sharing someone's personal sexual content without their consent

Sample answers

• Betrayed or violated

• Confused, embarrassed or upset

• Unsupported or alone

Question: Why did Ryan share the image?

- Encourage students to consider the reasons that someone may decide to share another's personal sexual content

0:47

Sample answers

- All his friends are sharing images
- To show off to his friends
- Looking for validation from others
- Lacks respect for Megan
- To embarrass or humiliate Megan

General capabilities

- Personal and Social Capability – recognise emotions; express emotions appropriately
- ICT Capability – identify the impacts of ICT in society
- Ethical Understanding Capability – reason and make ethical decisions; consider consequences

0:56

Question: What could Megan's classmates do to support her?

- Encourage students to think about the role of the bystander

Sample answers

- Respect her privacy and don't share the image
- Delete the image
- Stand up for Megan
- Don't judge Megan based on her photo
- Inform a trusted adult for advice, or contact the Office of the e-Safety Commissioner

General capabilities

- Personal and Social Capability – understanding relationships
- ICT Capability – identify the impacts of ICT in society

1:52

Question: What should Megan do next?

- Reinforce to students that it's not the end of the world if this happens to them
- The laws around 'sexting' are designed to protect children – if students believe the sharing of the content was malicious, they should consider reporting it to police
- Encourage students to seek support services

Sample answers

- Tell Ryan he did the wrong thing
- Ask everyone who has the image to respect her privacy by deleting it and not sharing it further
- Get help – if you don't want to speak to your parents or a teacher about it, seek support services (Kids Helpline, Lifeline, Headspace or a school counsellor)
- Think about whether you need to get the police involved

General capabilities

- Personal and Social Capability – understanding relationships
- Ethical Understanding Capability – reason and make ethical decisions; consider consequences

#dontsharethepic

Teacher talking points

- If you receive personal sexual content, you need to respect the sender and #dontsharethepic
- Sharing these images to cause harm or embarrassment may be a criminal offence
- If someone is sharing your personal sexual content without your permission, please reach out to support services and consider contacting your local police for further advice
- Sharing a sexual image of either yourself or someone else under the age of 18 is a criminal offence.

Additional question: Would things have been different if a boy had sent an image of himself?

- Encourage students to think about gender stereotypes and sexual discrimination

Sample answers

- This could happen to anyone
- He might have been pressured just as a girl might be pressured into creating that image
- His friends might make fun of him

General capabilities

- Personal and Social Capability – understanding relationships
- Ethical Understanding Capability – reason and make ethical decisions, consider consequences

ACTIVITY

RESOURCE FOUR: EGGSPOSED! ACTIVITY

This activity can be completed as a large group or smaller groups, however each group requires one facilitator.

Choose one student to stand up and write the name of their sibling on an egg.

Select another student to play the role of their sibling's partner.

The facilitator then hands the egg to the student in the role of the partner, to symbolise that the sibling has sent them a personal sexual image.

Direct the partner to then pass the egg to one of their other friends, suggesting that they have shared the image with someone else.

Direct the friends to pass the egg around to the other students, as quickly as possible (as gossiping and mobile communications are fast-paced) until it is passed to the teacher or facilitator.

The facilitator then declares that the image is going to be shared on social media. They throw the egg purposefully onto the floor where it will smash. This is to demonstrate that there is a lot of harm caused by the unauthorised distribution of another person's image.

The facilitator should ask the student whose sibling's image was shared to help clean up the egg.

If the student is reluctant to clean up the mess, the facilitator should then ask the partner who first shared the image to take responsibility for their actions and to clean up the egg.

If this student is also reluctant to clean up the mess, the facilitator should question the audience to think about who should be responsible. This is to demonstrate that when something is circulated and shared online, lots of people played a role and could be responsible.

Question: Ask the student who first shared the image who they think should clean up the mess.

Sample responses include:

- Someone who passed on the message (highlight that there may be a lot of people who did this, so who do you single out?)
- Themselves (what is their responsibility as the recipient of this personal image?)
- Police (have one of the facilitators clean up the mess as 'police' – explain that in some cases the police get involved when content is distributed maliciously without permission).

Question: Ask the student who wrote their sibling's name on the egg

- How did it feel seeing your sibling's image being passed around to so many people?
- Do you think their partner showed much care for your sibling when they passed it around?
- How do you think you could support your sibling or someone you know if their image is shared without their consent?

CLASS DISCUSSION

Question: What role does pressure play in taking sexual content?

Prompts

- Encourage students to outline the stages of getting into a relationship with someone nowadays, e.g. texting, chatting online, sharing images, actually going out, and the pressure they face

- Discuss how some might pressure their partner into sending an image to show how much they love/care for them

- Highlight the impact of sending images on other young people – does it force others to copy that behaviour in order to 'fit in'?

- Discuss the impact of media representations and pornography on the ideas of what an adult relationship looks like.

Question: What are some strategies you can use if you don't want to send a photo? What can you do if you receive an unsolicited photo from someone?

Prompts

- Discuss bodily integrity and the ability to represent ourselves how we want

- Highlight the pressure of having to 'present' on body image and self-esteem

- Discuss gender stereotypes and the pressures on young people to play these 'roles'

- Ask students to weigh up the pros and cons of sending an image of themselves or someone else.

OPTIONAL:

Start the scenario again and give the students the option whether or not they choose to pass the egg on after the things they've learned in the discussion.

General capabilities

- Personal and Social Capability – understanding relationships

- Ethical Understanding Capability – reason and make ethical decisions, consider consequences

- ICT Capability – identify the impacts of ICT in society

ADDITIONAL READING

1 Australian Institute of Criminology (2015) *Sexting among young people: Perceptions and practices. Trends & issues in crime and criminal justice no. 508* Murray Lee, Thomas Crofts, Alyce McGovern & Sanja Milivojevic

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http://www.aic.gov.au/publications/current%20series/tandi/501-520/tandi508.html

2 Australian Institute of Criminology (2015) *Sexting and young people. Report to the Criminology Research Advisory Council Grant: CRG 53/11-12.* Murray Lee, Thomas Crofts, Alyce McGovern, Sanja Milivojevici

http://crg.aic.gov.au/reports/1516/53-1112-FinalReport.pdf

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