

Lesson six: Sharing nudes

Ages 12–14

+ Lesson overview

This is the last of six lessons, focusing on empowering and supporting young people as they develop relationships. This lesson explores the impact of non-consensual image sharing (including the non-consensual passing on of images that were initially shared consensually, and the sending of unwanted images) and supports young people to manage requests to share explicit images.

Learning objective

To learn about the risks associated with sharing sexual images, and how to manage requests to share these.

Learning outcomes

Young people will be able to:

- Identify the pressures and influences people may experience when asked to share a sexual image.
- Describe strategies to manage requests for sharing sexual images, and ways to seek support regarding concerns.
- Describe the consequences of sharing an image of someone without their consent, and how to challenge non-consensual image sharing.

Resources

- Box or envelope for questions
- Resource 1: *Micha's scenario cards* [1 per pair, as required]
- Resource 1a: *Micha's scenario teacher sheet* [1 per class]

Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and revisit ground rules.	5 mins
Baseline assessment	Identify risks and negative consequences about different online situations.	10 mins
Micha's scenario	Discuss influences on behaviour regarding image sharing, how to access support and how friends could challenge the practice of non-consensual image sharing.	15 mins
Consequences	Discuss the social and legal consequences of non-consensual sexual image sharing.	10 mins
Report Remove	Identify what happens when someone uses the Report Remove tool for support in relation to non-consensual sharing of sexual images.	5 mins
Reflection and endpoint assessment	Return to their baseline assessment from Lesson 1 of the scheme of work to demonstrate their progress.	10 mins
Signpost support	Remind young people how to access further advice, guidance, and support regarding non-consensual sexual image sharing.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, communication, and handling questions effectively.

Keywords

Nudes, nude selfies, sexual images, explicit images, consent

Baseline assessment

➤ Introduction – 5 mins

Negotiate or revisit ground rules for the lesson. Explain that young people can put questions in the question box, either anonymously, or with their name on if they would like to have a follow-up conversation.

Introduce the learning objective and outcomes. Explain that today's lesson will focus on the impact of non-consensual image sharing (including the non-consensual passing on of images that were initially shared consensually, and the sending of unwanted images) and managing requests to share images. Explain that the term 'sexual images' refers to any imagery of a sexual nature – photos, or videos, nude or semi-nude.

➤ Baseline assessment – 10 mins

Ask groups of 3-4 to identify the possible risks or negative consequences of each scenario on Slide 3. They should consider the risks for the characters specifically mentioned in the scenario, as well as anyone who may witness these posts or behaviours. The class should then suggest ways to manage these risks.

In many of these short scenarios, the gender of some of the people involved has intentionally been left unclear (e.g. Elsie's partner, the recipient of Mustafa's photo). This allows potential exploration of whether the gender of the people involved affects perceptions of the scenario. Additionally, young people may interpret being 'half naked' differently, for example they may suggest this means revealing clothing, underwear, or half of the body. They should be encouraged to discuss whether this makes a difference to their views about the scenario.

Use this class discussion to gauge starting points.

Core activities

➤ Micha's scenario – 15 mins

Read Micha's scenario on Slide 4 as a class. In pairs, ask the class to answer the questions on the slide and make notes on paper or in their books.

Once they have discussed the questions in their pair, ask them to join with another pair and compare answers. Then take feedback as a class using Resource 1a: *Micha's scenario teacher sheet* for support.

Once you have taken feedback from the five questions, use slide 5 to consider what Billie or Micha's friends could do if they found out that Billie was pressuring Micha, and

what they could do if they were sent the photo. Use the key learning below to support feedback.

If time allows, ask the class to suggest what a person might say in a group chat to challenge Billie about re-sending the photo.

Key learning:

- It's important to focus the discussion on the unethical behaviours in the scenario, including pressure to send a sexual image, and sending images to Micha without Micha's consent; rather than allowing the class to focus on narratives which may be victim-blaming or overly simplistic in their messaging (e.g. telling Micha to just not send a photo and implying that any follow-up requests are Micha's own fault).
- If friends found out that Billie was pressuring Micha, or Billie sent the photo on further, they could challenge this by explaining that it is not right and that it is illegal.
- Friends could also discuss what had happened with a trusted adult or school staff member.
- Someone who was sent the photo may also report Billie's behaviour through the social media platform.

Support: Give pairs Resource 1: *Micha's scenario cards* and ask them to sort the cards to respond to the appropriate question.

➤ Consequences – 10 mins

Next, ask pairs to make a list of possible consequences of non-consensual sharing of sexual images. This can include both sending an image (e.g. a picture of genitals) to someone who did not want to receive it, or by taking/sharing a sexual image without someone's consent, or of someone under the age of 18. Ask the class to consider both social and legal consequences.

Key learning:

- Social consequences might include negative responses from their peer group, or if the person anticipated a positive response from the recipient, they may actually get a negative response. Some peer groups may reject people who share images without consent. Other social consequences include being reported to the social media platform. This could result in them losing access to these platforms.
- There may be legal consequences including custodial sentences from sharing the image, especially if the image being shared is of a person who is under 18. It is illegal to take, possess or share sexual images of someone under

the age of 18. These laws are designed to protect young people, so if a person takes a sexual image of themselves, the intent of the law isn't to punish them, but to protect them from others who may decide to distribute that image.

- Taking sexual images of another person without their consent, for example by upskirting, can also carry legal consequences.

➤ Report Remove – 5 mins

Explain to the class that Report Remove is a tool available to young people who have found that a sexual image of them has been shared online. Ask them to order the steps on Slide 7 showing the process of using Report Remove. Go through the answers as a class using Slides 8-11.

Plenary/assessment for end of learning

➤ Reflection and endpoint assessment – 5 mins

Ask the class to return to their baseline assessment from Lesson 1. In a different colour pen, ask them to add anything new they have learnt during this series of lessons, or to make any changes they feel they need to make to their original responses, in the light of their new learning.

Ask the class to reflect on one key thing they will take away from the lesson. As this is a personal reflection that do not have to share this with the class.

➤ Signposting support – 5 mins

If young people require advice on what they have discussed in the lesson or have concerns, signpost them to support at home or in school (such as parents/carers, tutors and Head of Year.)

- Childline childline.org.uk 0800 1111
- Childnet www.childnet.com
- NCA-CEOP www.thinkuknow.co.uk

Extension activity

Design a campaign for Childline to raise awareness about the services they provide, how to contact them and what happens when a person makes contact. This information could take the form of a leaflet, poster, bookmark, or presentation. To support the class in designing this campaign, you could show in class or direct them to view the following video and Childline's page on this topic:

Childline website:

childline.org.uk/get-support/contacting-childline

Video:

What happens when you contact Childline?

youtube.com/watch?v=fCA6EhBhiC8