

# Pressure Session Plan

**Please note: This session is best delivered alongside, and BEFORE, Photos.**

## **Learning Intentions:**

To explore the sharing of images in intimate relationships, and the possibility of coercion/abuse

To understand the impact of media exposure on image based abuse

To recognise the role of bystanders and ways in which bystanders can intervene

## **Key Learning Outcomes:**

### **HWB 1/2/3/4-16a**

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

### **HWB 3/4-45a**

I recognise that power can exist within relationships and can be used positively as well as negatively.

### **HWB 3/4-46b**

I know the popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

### **HWB 3/4-46c**

I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.

## **UNCRC Children's Rights:**

**Article 16** states that children have the right to privacy.

**Article 17** states children have the right to access and understand reliable media.

**Article 29** states that children have the right to an education which encourages them to respect other people's rights and values.

**Article 34** states that children have the right to protection from sexual exploitation.

## **GIRFEC Wellbeing Indicators:**

Safe, Healthy, Respected, Responsible, Included.

## **RSHP: Third/Fourth level**

<https://rshp.scot/third-fourth-level/#socialmedia>

<https://rshp.scot/third-fourth-level/#consent>

<https://rshp.scot/third-fourth-level/#abuseandrelationships>

**Success Criteria:**

I can identify the impacts of image based abuse.

I can speak about how sharing of images can be used to abuse and harm groups and individuals.

I know different ways I can safely intervene and support if I see this abuse.

**Preparation:**

- Prepare 5 min icebreaker activity (you can develop your own, or see session plan below for an example)
- PowerPoint slides or handout sheet(s) of scenario / train of thought / options (ppt. download available)
- Slides or flipchart with Agree Disagree Unsure statement (ppt. download available)
- Agree and Disagree signs
- A link to the 'Pressure' animation. (download available) **\*\*Optional\*\***
- Current relevant statistics from [www.nspcc.org.uk](http://www.nspcc.org.uk)

**Resources:**

- Projector & PowerPoint (if being used)
- Flipchart / whiteboard
- Marker pens
- Your Group Agreement (pin/tack this up in the room)
- Gender box flipcharts (pin/tack this up in the room)

**Other Useful resources:**

[A summary of Relationships, Sexual Health and Parenthood \(RSHP\) resources | Resources | National Improvement Hub \(education.gov.scot\)](#)

[Sharing nudes and semi-nudes | NSPCC](#)

<https://wakelet.com/wake/ZAPL7188lQrfjUZZlfU90>

# Introduction (2 minutes)

Welcome the group and inform them that **this session will look at the issue of sharing of images and Image Based Abuse and the potential for coercion and pressure.**

**Ask the group:**

**1. Hands up if you know what we mean by ‘sharing of images’ or ‘Image Based Abuse’?**

Get some responses. This term is used to describe the digital sharing of both sexually suggestive/explicit images. This can happen both with and without consent.

**2. Hands up if you know someone who has been sent a message like this.**

Refer to the Learning Intentions and Success Criteria on the slide and also the Children’s Rights articles this session will cover.

Refer to group agreement and ask if pupils would like to add / change anything.

**Remind the group that the issues raised in the lesson can be difficult and there might be people in the class with personal experiences. The group agreement is there so that everyone feels safe, included and supported.**

**If anyone needs support during the lesson they can ask a mentor or speak to the teacher who is nearby.**

**At the end of the lesson, mentors will put up a list of places in and out of school that can offer support if anyone needs it. They can also get these at any time from mentors or staff.**

# Icebreaker Activity (5 minutes)

## Example: Simon Says

Share with the group that you will be playing “Simon Says.” Say that every time you say Simon Says and an instruction they have to mime the action (i.e “Simon says climb the stairs.”) However, if you do not say “Simon Says” then they do nothing. Challenge the group by saying different actions quickly and changing between “Simon Says” and not.

Ask the group how they found doing the actions-Responses could include embarrassing and easy.

Ask the group if they thought about not doing the actions and if they felt they had no option to do them as you had told them it was the rules of the game. Share that today’s session will look at pressure and some of the reasons people can be pressured into things that make them uncomfortable.

## Scenario (5 minutes)

Remind the class that for this session they will be bystanders to an incident involving a friend, classmate or someone they know.

Show slide/ flipchart or share copy of scenario and ask for a volunteer to read the scenario (If, after asking twice, no one volunteers then read it yourself)

**Your friend has recently started talking to a boy and really likes him. She tells you that he has asked her to send a naked picture of herself. He hasn't just asked for this once, but numerous times over the last few days.**

After reading the scenario, you can also show the group the 'Pressure' animation. \*\*This is optional\*\*

**Ask the group:**

**1. Is this realistic; is it the kind of thing people might say?**

**2. Put your hand up if you feel there is something wrong with what is happening in this scenario...**

If most of the group raise their hand, before they are lowered ask them to look around the room and see how their friends/classmates have responded. If most don't put their hand up at this point – return to this question after the discussion part of the session.

**3. What do you think the red flags are? What are the key words or phrases in this which make you feel uncomfortable?**

Ask pupils to discuss this for 30 seconds with the person beside them, then ask class to call them out – note the red flags down on flipchart/whiteboard as they call them out.

# Train of Thought (5 minutes)

**Ask the group:**

**As a bystander to this what questions might you have? What might you be thinking?**

This can be briefly discussed in pairs or groups and then shared or called out individually

Ask for a volunteer to read the following train of thought (if after asking twice no one volunteers then read it yourself)

**I'm glad my friend is talking to someone she likes, but is she really thinking of sending a naked picture? More to the point why does he keep asking for that? Could she get into trouble for this? Could he? I don't know what I would do. I don't want her to think I'm trying to spoil her fun, but it doesn't feel right. Is it any of my business?  
Nobody else is doing anything. What should I do?**

**Ask the group:**

**What reasons might someone give for not getting involved in this situation?**

Suggestions may include: think it's nothing to do with me; it's only fun, don't want my friend to think I'm sticking my nose in etc.

## Agree Disagree Unsure (10 minutes)

### AGREE/DISAGREE/UNSURE

Place your agree and disagree signs at opposite sides of the room.

Tell the group you are going to show them a statement (on ppt/flipchart) and they should decide whether they agree or disagree with the statement, then move to the relevant side of the room. If they are unsure, they can stand in the middle.

### Statement

**Sending naked or semi-naked photos to a boyfriend or girlfriend is harmless**

Give a short amount of time for group to make their choice then ask 2-3 people in each group:  
**Why did you agree/disagree/Why are you unsure?**

**Ask the group:**

**When could this be harmful?**

Suggestions might include: if they are under 18 (indecent images of a child); if someone feels pressured or doesn't want to; if the photo ends up in the hands of someone it wasn't intended for etc.

### Group Activity: 5 minutes

Ask the group to sit down in two groups. Refer back to the Gender Box activity in the earlier MVP session. Give out the pre-prepared flipchart headed '**Why girls might send naked/semi-naked photos of themselves to a partner**' to one of the groups and the piece headed '**Why boys might send naked/semi-naked photos of themselves to a partner**' to the other group.

Give the groups 2-3 minutes to discuss and note down their answers, then swap their sheet with the other group who can read these and add any others they think might be missing.

Feedback and discuss in the larger group. If the idea of pressure doesn't come up, prompt:

- 1. Do you think some people feel pressured into sending these types of pictures? When might someone feel pressured to send photos?**
- 2. Is this pressure most likely to be felt by boys or by girls?**

Use current research to support that girls are more likely to feel pressured into sending images, and that pressure is more likely to come from boys than girls.

# Discussion (10 minutes)

Ask group to sit down and again show the scenario.

## DISCUSSION STARTERS:

Ask the group:

- 1. In the train of thought it says ‘why does he keep asking for the photo’. Why do you think he does keep asking?**

Suggestions might include: to try to look good to his friends, to try to fit in, because he thinks everyone else is doing it.

*Reinforce that perceptions are often exaggerated and the reality is that most young people are **not** engaging in this kind of behaviour.*

- 2. Thinking about the Gender Box activity we did an earlier MVP session, how do you think the media might have played a role in why the boy is asking for photos?**

Prompt: **What pressures are there on boys / young men?**

Responses may include: He might think it makes him more of a ‘man’, he wants to make out to his friends that he’s sexually experienced, he might think it is expected of him or that others are doing it, he might have seen a lot of images of women in mainstream media or pornography and therefore thinks it is normal to expect the same from his girlfriend etc.

- 3. Again, thinking back to Gender Box, what might a girl be thinking in this situation?**

Suggestions might include: She might think he’ll no longer be interested in her if she doesn’t send him the photo or that he’ll get a photo from someone else, she might think it will make her more attractive to him or that he will respect her more etc.

- 4. In the scenario it says the boy hasn’t just asked for a photo once, but numerous times. Do you think in these circumstances the girl could feel pressured into sending a photo, even if she didn’t want to? Why?**

Suggestions might include: he keeps asking her, she might think he’ll go off with someone else if she doesn’t send it, she might not want him to think she’s immature or inexperienced etc.

- 5. Pressuring someone into sending an image like this isn’t right, and it isn’t healthy. What would communication in a healthy relationship look like?**

Suggestions might include: talking to one another, both agreeing etc.

Suggest that healthy relationships involve conversations about actions and about the consequences of those actions both while in the relationship, and potentially after it has ended. No one should have expectations of another person in a healthy relationship, as



each person is entitled to make whatever decision they choose and people should feel respected.

**6. Do you think the age of the girl in this scenario is important? Why?**

Prompt: **If the person in the photo is 16 and decides to send it, is that ok?**

Inform the group that the law covering sending images relates to people under the age of 18, even if it was consensual. Having a naked or explicit photo of someone under 18 on your phone would amount to holding an 'indecent image of a child' under Scottish law.

## Responsibility

Refer to scenario, and **ask the group**:

**1. With all of this in mind, do we have a responsibility to do something here?**

**2. Who do we have a responsibility to?**

You may need to prompt group:

**3. Do we have a responsibility to the boy? Why?**

He needs to understand that pressuring someone into doing something they don't want to do is not right and isn't fair or respectful. Also that having a naked photo of someone under 18 could get him into a lot of trouble.

**4. Do we have a responsibility to the girl? Why?**

She should be reminded that she shouldn't feel pressured into doing anything she's not 100% comfortable with. She should also be reminded about the legalities of indecent images of people under 18.

**5. Do we have a responsibility to ourselves?**

We have a responsibility to keep ourselves safe, and to be able to say if we don't agree with, or we are worried about, something.

Explain to the group we are now going to explore some of the things we could do in this situation.

## Options (10 minutes)

If you have time you might ask the group to consider the pros and cons of these options in small groups first, before you discuss as a larger group.

When discussing options, consider the following:

### **Option 1: Do nothing. It's none of your business.**

**Ask the group:**

#### **1. Is this an option that some might consider using?**

We have already identified some of the reasons people might give for not getting involved.

#### **2. What might happen if you do nothing?**

Responses may include: She might send the photo and regret it, either one of them might get into trouble etc.

#### **3. What does doing nothing say to the boy?**

That you don't think there's anything wrong with what he is doing in trying to pressure the girl to send him a photo.

#### **4. What does doing nothing say to the girl?**

That this is okay and that you don't think there's a problem with her sending the photo.

### **Option 2: Reassure your friend that she doesn't need to send the picture.**

**Ask the group:**

#### **1. How and when might you do this?**

Suggest it might be a conversation they could have in a quiet place. Remind them they shouldn't preach, but to remind her she should feel respected.

#### **2. How might your friend feel if you did this?**

Suggestions might include: supported, pleased you recognised there was something wrong, less isolated etc.

#### **3. What doesn't this do?**

It won't stop the boy from continuing to ask her for photos so she may continue to feel pressured.

### **Option 3: Suggest to your friend that she tells the boy to stop asking for a photo.**

**Ask the group:**

#### **1. How might you suggest she does this?**

Suggestions might include: to be assertive, not to give excuses but to be honest and upfront and say she doesn't want to, and won't send him a photo so he should stop asking.

## **2. If you only speak to your friend, what haven't you addressed?**

If group have difficulty with this, you may need to prompt them:

### **Do you think this would stop the boy from asking other girls for photos?**

Not explaining to the boy that he is pressuring the girl or coercing her into doing something she's not comfortable with, won't stop him from asking other girls for photos. He may also still be unaware of the law in this area.

**Option 4: Speak to the boy and tell him he shouldn't pressure girls for naked pictures. He could get into trouble.**

**Ask the group:**

### **1. How easy would it be to directly confront the boy about this? Why?**

This might be easier for more confident people in the group, or for other boys, but can be difficult for some. They might not want confrontation or might fear looking silly in front of their other friends.

### **2. What could you do to make this option safer and easier to do?**

Suggestions may include: making sure you say it at the right time and in the right way; not judging, but being clear about what is wrong with the behaviour, telling him you are doing him a favour and worried about him getting into trouble because of the legal aspects. Perhaps taking a friend with you or asking an adult to address it with your classmate rather than doing it on your own.

**Option 5: Speak to some other friends to see what they think and discuss what to do together.**

**Ask the group:**

### **1. Why might this be a good option?**

Remind the group that as most/all have already agreed that they see something wrong in this situation (when they raised their hands earlier), chances are their friends do too.

**Option 6: Talk about this with a teacher/adult you trust or an MVP mentor, and ask their advice.**

**Ask the group:**

### **1. What might make this a good option?**

Suggestions may include: you don't need to get directly involved or name the people involved but can get some advice and guidance on how to approach it. The teacher/adult or MVP mentor may be able to have a group/class discussion about some of the issues so that the messages are heard from someone else.

### **2. What reasons might people give for not choosing this option?**

Suggestions might include: don't want to be a tell-tale / a 'grass' (remind pupils that helping out in this situation is about being a good friend), don't want to be targeted (remind pupils that the teacher /mentor won't need to identify them if they choose to have a wider class discussion about this).

***Tell the group that where the partner asking for photo's is quite a bit older, it is really important that they talk to an adult. If they know who this older person is, they can also report them anonymously to Fearless.***

NOTE: Fearless is a site where young people can access non-judgemental information about crime. What makes this site unique is that it also provides young people with a safe place to give information about crime - 100% anonymously. Always.

They won't ask for your name, address, phone number etc. They can't trace your computer or IP address. It's as easy as writing a text message – it only takes a couple of minutes.

<http://www.fearless.org>

### **Option 7: Personal Option**

**Ask the group:**

#### **1. Is there anything else you could do?**

Remember to explore the possible consequences for any additional options.

Thank the group for their answers and ideas.

## Accessing support (1 minute)

The last slide highlights places and organisations in which learners can access support if they have been impacted by the lesson in any way or are worried about a friend.

Ensure that in-schools supports are discussed, but make the mentees aware of where they can get support outside of school, so that they have a range of options.

You can add local supports to the slide, alongside the national ones already included, that you feel are relevant to your community/area. You can also discuss this with your supports in school and also partners.

**Highlight that Childline is working with the Internet Watch Foundation (IWF) and Yoti to help young people remove any sexual image or videos of them that are online. The web address is on the slide.**

## Conclusion (1 minute)

Let the group know that as leaders, they have the opportunity to make sure their school and community are respectful and that they can role model respect by not condoning behaviour which can be harmful to others.

### Ask the group:

#### What have you learnt from today's session?

You might want to note responses on flipchart.

Reinforce key messages from discussion to include:

- ✓ Sharing images can be a form of abuse which can be hurtful to our friends.
- ✓ Sharing images can be illegal. Sharing a nude or explicit photo of a person under the age of 18 is against the law.
- ✓ Taking part in this behaviour is not always a choice. Some people feel under pressure to do so.
- ✓ There are a number of options we can choose from to challenge behaviour when we don't agree with it.
- ✓ We have a responsibility to help our friends and keep ourselves safe.

## Accessing support

Leave this slide up as the lesson finishes and the mentees leave.