

Photos Session Plan

Please note: This session is best delivered alongside, and AFTER, Pressure.

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

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 talk 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 (for example, see lesson plan below)
- PowerPoint slides or handout sheet of scenario / train of thought / options (ppt download available)
- Slides or flipchart with Agree Disagree Unsure statement (ppt download available)
- 2 sheets of pre-prepared flipchart – one with the heading ‘Why girls might send photos of themselves’, and the other headed ‘Why boys might send photos of themselves’
- Agree and Disagree signs
- A link to the ‘Photos’ animation. (download available) ****Optional****
- Current relevant statistics from 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/ZAPL7188lQrfjUZZIfU90>

Introduction (2 minutes)

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

Assuming this session follows *Pressure*, remind the group that during your last MVP session you discussed sharing of images and the potential for coercion in relationships. You also discussed the role media plays in influencing this behaviour.

ONLY If you did not already cover the *Pressure* session, 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 Icebreaker: PICTURE MATCH

Place the pre-printed photos of celebrities on the ground. Invite the group to match them up with the name of the celebrity beside them.

Once completed, ask the group:

1. Did you find that easy or difficult?

2. What do you notice about the photos?

They are all photos of famous people that have not been airbrushed / photoshopped.

3. Do you think the celebrities in the photos wanted people to see them like this? Why?

Suggest that once a photo is in the hands of someone else, we don't always have control over who might see it, even if we'd rather it was kept private.

4. Some celebrities have started sharing photos with #nofilter. Why do you think they are doing this?

Many people have shared these photos to show that the pictures they are normally shown in can be altered to make them look better. They also want to others to see that they have imperfections and how unrealistic it is to look as they are in some photos.

Remind the group of the Gender Box activity in an earlier MVP session and ask: **Are there pictures in the media which place unrealistic expectations on how boys and girls should look?**

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).

You're with a group of friends. A boy in the group starts showing pictures of his ex-girlfriend on his mobile phone. In the photos she's naked or wearing very little clothing. Some other boys in the group ask him to send them the photos. He then sends them to everyone, including you.

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

Ask the group:

- 1. Is this scenario realistic; is it the kind of thing that might happen?**
- 2. Put your hand up if you feel there is something wrong with what is happening in this scenario...**
Before the group lower their hands ask them to look around the room and see how their friends/classmates have responded.
- 3. What are the red flags here? 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 when you see this what questions might you have? What might you be thinking?

This can be briefly discussed in pairs or groups and then shared or call 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 can't believe he has those photos. Why hasn't he deleted them? I'm not sure how I feel about this. I doubt she knows he's showing these around. How would she feel if she knew? But she did send them. Can we get into trouble for this? If I say something, will they just laugh at me? No one else seems to have a problem with it. What should I do?

Ask the group:

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

Suggestions may include: fear, think it's nothing to do with me, it's only fun, don't want people to laugh at me 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, moving to the relevant side of the room. If they are unsure, they can stand in the middle.

Statement

It is sometimes ok to send a nude / partially nude photo of someone you know to a friend.

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:

1. In the train of thought, it says 'But she did send them' ... Why might some young people send these types of pictures to others?

Replies might include: people send them to each other in relationships, it's just for fun, when they can't see one another in person (long distance etc), some people ask for them etc.

2. How would they send them?

Take examples. Remind the group that there are numerous apps which get around Snapchat which claims images are deleted after a set time. You don't have to see a screenshot notification for someone to still have access to that photo.

Discussion (10 minutes)

Refer again to the scenario

DISCUSSION STARTERS:

Ask the group:

1. In this scenario, why do you think the boy hasn't deleted the photos of his ex?

Suggestions might include: to embarrass her, to use against her, he still likes her, it's only a photo etc.

2. How do you think the girl will be feeling?

Likely responses will include: upset, humiliated, embarrassed, isolated, worried etc.

3. What is the potential impact on the girl in this scenario?

Suggestions might include: Anxiety, fear, afraid to go into school - truanting, unsure who has seen the picture, people talking about her, might be bullied by others, parents/teachers might see the picture etc.

4. Why might he send that picture to his friends?

Responses might include: to embarrass her, to 'prove something', to look good in front of his friends etc.

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

Suggestions might include: to be sexually active, to get lots of girls etc.

5. Think back to the Gender Box activity we did in session 1 ... What impact have the media messages had on the people in this scenario?

Prompt the group to consider the impact of the media on the boy, on the girl and on the group:

- **Girls/women frequently receive the message that their greatest value is in their naked bodies or their sexual attractiveness to men. Do you think this has something to do with why girls would pose for these sorts of pictures in the first place?**
- **Does the availability of online pornography and naked images online mean young people expect the same in their relationships?**
- **Have young people got so used to seeing naked photos that they think it's not a big deal?**

6. Do girls sometimes share pictures of a partner / ex-partner with their friends also?

Yes, anyone can do this. This happens in same sex, as well as heterosexual, relationships.

7. Do you think the age of the person in the photo is important? Why?

Yes it is

8. If the person in the photo is 16 and consented to the picture being taken, is that ok?

No. Inform the group that the law covering sexting 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.

9. If someone receives a picture like this, and then sends it on to others, is s/he doing something wrong?

Suggest that morally, this wouldn't be the right thing to do considering the impact on the potential victim, but that also if the person in the picture is under 18 they could be at risk under the law of 'distributing indecent images of children' .

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 know the legalities around what he has done. He might not know that what he is doing is wrong, both morally and legally. He could get into trouble.

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

She should know that her ex still has this image, it is highly unlikely she has consented to him sharing this photo with other people – it is private. She may have felt pressured to send the photo in the first place.

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 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 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: others might forward the photo – lots of people could see it, the girl in the photo will be hurt and embarrassed etc.

3. What does doing nothing say to your friend?

That you don't think there's anything wrong with what he has done.

4. What does doing nothing say to the girl in the photo?

That it is ok and that you don't think there's a problem with what your friend has done.

Option 2: Delete the photo, leave and hope they get the hint that you don't approve of what's going on.

Ask the group:

1. How might deleting the image either address or support the behaviour?

They may not know you have deleted the image, so they might still think it's ok. Prompt:

It means you are not keeping the image on your own phone, which is important, but should you still say something?

2. If you leave the group will this tell them you don't agree with what they have done?

You are not directly challenging the behaviour but you are making it clear that you do not want to be part of it.

3. How likely would this be to stop your friends from forwarding the image again?

Not really. You haven't challenged the behaviour or given your reasons.

Option 3: Let his ex-girlfriend know these photos are going around

Ask the group:

1. How might the girl react if you tell her this? Could she react badly? Why?

Suggestions might include: she might think you're laughing at her, she might be embarrassed, she might be upset etc.

2. How could you reassure her?

Get suggestions, and if not brought up suggest that they could reassure her that they are telling her this as they feel she has a right to know, that they think what their friend has done is wrong and they want to help her.

Option 4: Ask your friend to delete the photos and tell him he shouldn't be sharing private pictures of others.

Ask the group:

1. What message does this give?

Your friends will know you don't agree with this behaviour and you won't be part of it.

2. How might your friend react if you did this?

Suggestions might include: he'll laugh, he'll fall out with me, he'll be angry with me etc.

3. How could you approach this, to make it safer / easier?

Take replies, and if not given suggest that they could explain they are trying to be a good friend as they don't want him to get into trouble. Make sure he knows that his behaviour could be illegal.

Option 5: Speak with the others in the group 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 would too.

Prompt: **Would knowing that your friends agree this isn't right make it easier to address the behaviour? Why?**

Suggestions might include: safety in numbers, know you wouldn't be isolated from the group for challenging the behaviour etc.

Option 6: Talk about your concerns with a parent/carer, a teacher/adult you trust or an MVP mentor, and ask their advice on what to do.

Ask the group:

1. What might stop people from choosing this option?

Suggestions might include: don't want to be a tell-tale / a 'grass', don't want to get my friend into trouble etc.

2. Is telling an adult or mentor what has happened to stop your friend getting into trouble being a grass or a good friend?

If it stops him getting into trouble you are being a good friend.

Option 7: Report it 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>

Ask the group:

1. When might someone choose to use this option?

Suggestions may include: when it continues to happen; when it appears to escalate; when there appears to be malicious intent / intent to harm the reputation of their ex; revenge porn etc.

2. What could happen if you choose this option?

Ultimately it could be investigated as a criminal offence. Your friend could get into trouble – and anyone else who has the photo.

The girl in the scenario will be supported to recognise that what has happened to her is not okay, and is a criminal offence.

Option 8: 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 minutes)

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 we don't agree with.
- ✓ 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.