

## What Is Sexting & How Does It Affect Me?

Students use the content of Sexting Learning Pathway Videos to increase their awareness of sexting and the associated risks.

### National Curriculum: Computing

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
- Do they know what it is? If necessary, show the class a real padlock and how it is locked.
- Discuss why we do this – to keep things safe.

### Learning Outcomes

- To understand what Sexting is and the risks associated with it.
- To understand that, once shared, content of any kind is no longer in our control.

### Before The Lesson

- Ensure that all pupils have completed the eAware Sexting Assessment in a controlled environment (5 mins). By default the assessment is only available on weekdays between 9am and 3pm to ensure that it is completed during school time in a controlled environment.
- Review the assessment results, to ascertain any topic areas which require focus.
- Watch the Sexting 101 clip to familiarise yourself with the content.

### Resources

- Devices with internet access to allow anonymous individual completion of the online assessment.
- An environment suitable for administering the assessment in a controlled manner, which allows privacy.
- Sexting Worksheet (included).

**Watch:**

Sexting 101 online eAWARE video (3.18 mins).

**Discuss:**

What is Sexting?

- Sexting is the exchange of sexual images, videos or text.

On which platforms can Sexting take place?

- Devices: Phones, computers, tablets
- Software: social media, text, Snapchat, instant messaging services

**Sexting Could Begin When ...**

In groups of 4/5 students work to create a mind map of the various reasons why young people get involved in sexting. They should consider any possibilities, not limiting it to video content.

Ask groups to share one of the ideas that they have collected.

Ensure that, if not included, the following are highlighted to students:

- Peer pressure
- Low self-esteem
- Feeling like they'll be called names
- They've sent images before and it was OK
- Threatened or bullied

Q: If someone cares about you, would they put you in this position?

Q: If someone asks this of you, is it worth the short and long-term risks?

"Sexting – The Facts" online eAWARE video clip.

## Consider: Immediate Risks

5 Minutes

Groups continue by expanding their list/mind map to include all immediate risks/consequences that they can think of, associated with Sexting. They should consider any possibilities, not limiting it to video content.

## Watch

1 1/2 Minutes

“Sexting & Snapchat” online eAWARE video clip

## Consider: Future Risks

5 Minutes

Groups continue by further expanding their list/mind map of all future risks/consequences that they can think of, associated with Sexting. They should consider any possibilities, not limiting it to video content.

## Share & Discuss

10 Minutes

Groups continue by further expanding their list/mind map of all future risks/consequences that they can think of, associated with Sexting. They should consider any possibilities, not limiting it to video content.

### **Immediate:**

- Content is shared with others
- Content is made widely available online
- Blackmailed into sharing more
- Losing control
- Sextortion
- Possible contact from dangerous strangers
- Effect on family
- Effect on relationships
- Effect on friends
- Possible loss of relationships
- How others will perceive you
- Effect on your emotional state
- Name calling
- Threats or bullying

### **Future:**

- May affect ability to get into university
- May affect ability to get a job
- May affect how others perceive you in the future
- Continued low self-esteem
- Could continue to be called names
- Could affect futures relationships
- Threatened or bullied or blackmail

Q: When shared with just one person, is there really any harm?

Q: If we trust that person, what are the risks to sharing?

## Watch

2 1/2 Minutes

“Sexting – Reducing The Risk” online eAWARE video clip

## Consider: Reducing Risk

5 Minutes

Groups continue by further expanding their list/mind map of all future risks/consequences that they can think of, associated with Sexting. They should consider any possibilities, not limiting it to video content.

## Watch

2 1/2 Minutes

“Sexting – Where To Go For Help” online eAWARE video clip

## Consider: Getting Help

4 Minutes

Groups continue by further expanding their list/mind map of all future risks/consequences that they can think of, associated with Sexting. They should consider any possibilities, not limiting it to video content.

## Share & Discuss

5 Minutes

Ask groups to share one of the ideas that they have collected.

Ensure that if not included the following are highlighted to students:

### **Reducing Risks:**

- Sensor / Cover Up
- Be aware of surroundings
- Uniform
- Clues in Shot
- Don't identify yourself or others
- Don't share personal information

### **Getting Help:**

- Contact the site's abuse team / Report
- Search Google “[Sitename] Abuse”
- Include that you are a minor and that content is sexual
- Talk to trusted friend/adult, parent, teacher
- ChildLine
- CEOP (police dept.)- Law is on your side.

Q: When shared with just one person, is there really any harm?

Q: If we trust that person, what are the risks to sharing?

If we are not happy to show or share content (whatever it might be) in any public space, should we share it online?

Once shared, content of any kind is no longer in our control; even with strong privacy settings.

Stop - Think - Click

## Extension Task

### Advise students that:

A girlfriend/boyfriend should show respect towards themselves and their partner.

### Complete the sentence:

Students complete the following sentence in as many different ways as possible, relating these to Sexting requests:

A decent girlfriend/boyfriend will...

(For Example)

- A decent girlfriend/boyfriend will not ask for sexual content of any kind.
- A decent girlfriend/boyfriend will not send sexual content of any kind.
- A decent girlfriend/boyfriend will show respect.
- A decent girlfriend/boyfriend will not pressurise their partner into anything inappropriate.

## Next Steps

### Sexting: Assessment of Learning

Repeat the eAware Sexting Assessment during school time in a controlled environment. (5 mins).

Review the assessment results, to confirm progression in understanding and increased awareness.

Students to watch the film “Exposed” and complete the worksheet. (next page)

**“Exposed” Worksheet Questions:**

- Write at least 3 sentences for each question.
- In what way is Dee to blame for what is happening?
- In what way is Dee’s boyfriend, Si, responsible for what happened?
- How could Dee have avoided the situation?

Or

Students to answer questions...

**Worksheet Questions:**

- Write at least 3 sentences for each question.
- If you send sexual images, videos or text, explain who is responsible for what happens next?
- Why should we view sharing content online, in the same way as sharing it in school or even displaying it somewhere as public as a high street?

## Sexting

Why

Immediate Risks

Future Risks

Sexting

Sexting