

CROSSING THE LINE

Sexting lesson plan
FILM 2: "JUST SEND IT"



Film 2:

“Just send it”



Key words: sexting, consequences, pressures, consent



Topic: Sexting and its consequences



Time: 20–60 minutes
(educators can pick and choose activities)




Resources: worksheets, projector, WiFi, space to walk around, powerpoint

Intended learning outcomes

- Students can understand the pressures on young people to send naked pictures (sexts)
- Students can give advice to others to avoid sending a sext
- Students can understand the possible consequences of sending a sext, including the legal consequences
- Students can discuss if girls have a (more) negative experience online

* Suitable for KS2

Lesson outline	Description	Time	Resources	Class set up
Starter	‘Girls have a more negative experience online’ – Discuss	5 mins	n/a	Whole class
Film 	Watch the film “Just send it”	7 mins	Projector/whiteboard	Students watch
Discussion	Discussion questions – Explore the themes of the film in more detail	10 mins	n/a	Whole class

Follow on activities

Activity A	How to help Abi – In groups devise the response Abi should have sent instead of the picture	7 mins	Worksheet 2.1	Group work
Activity B	Quiz – Are there laws online?	10 mins	Worksheet 2.2, 2.3, 2.4	Group work
Activity C	Moral compass – Challenging different viewpoints *	15 mins	Worksheet 2.5, blue tack, space to walk around	Whole class
Plenary	Review starter question and hand out exit slips	5 mins	Worksheet 2.6	Whole class



Reminder of ground rules!

At the beginning of each lesson, briefly go through your agreed ground rules to ensure

everyone knows what is expected of them during the discussions and activities that follow. Explain that this lesson may explore some sensitive issues. Review the **guidelines for a successful PSHE lesson** on page 13, or in the educators' guidance section.



Watch the film **"Just send it"**



7 minutes

Projector/whiteboard



Abi



Josh



Eve



Brandon



Starter: **'Girls have a more negative experience online'** Discussion

5 minutes

This activity asks young people to consider if people's experiences online can differ according to their gender.

1. Write the statement, **'Girls have a more negative experience online'** on the whiteboard. Ask students to think about it for a minute and then to speak about it to their partner beside them. Ahead of the class vote, if you think it is necessary, you may want to ask your class to close their eyes to ensure their vote is anonymous. Do a quick survey of the class using thumbs up or down. Thumbs up if they agree, thumbs down if they disagree with the statement. If they would like to share, encourage some students to feedback why they agree or disagree.



Discussion questions

10 minutes

1. Is this story realistic? Could a similar situation happen in this school?
2. The title of this toolkit is 'Crossing the Line'. In this film, where do you think the line was crossed?
Suggested answers: When Josh asked for the photo? When Abi sent the photo? When Brandon shared the photo?
3. Why does Josh mention possible involvement from the police at the end of the film? Who do you think broke the law in this film? See more about **laws online** in the guidance for educators on page 15.

Further discussion points

Peer pressure and consent

1. Abi was reluctant at first to send the image to Josh. What made her change her mind?

Suggested answers: *Influence from her friends? Pressure from Josh? Wanting to keep Josh as her boyfriend?*

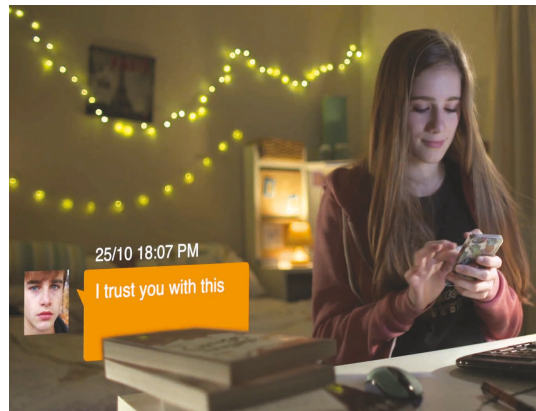
2. Why did Josh ask for the photo? Did he feel any pressure to have images like this?
3. Did Abi give consent for her photo to be shared around the school? In this situation, who is more at fault – Josh, Abi or Brandon? Anyone else?
4. Do you think Josh respected Abi? How can you tell if a boyfriend, girlfriend, or friend respects you?

Suggested answers: *He/she doesn't pressure you into doing anything you don't want to, they want you to be happy*

5. Some of the comments under Abi's photo are quite mean. None of them seem to portray Josh in a negative light. Do you think there are different standards between girls and boys e.g. if a guy shares the picture or if a girl does?
6. Abi receives a naked picture of Josh first. What would happen if Abi decided to share this picture with others?
7. What do you think of the comment that Eve makes when she says, 'Gotta keep your man happy'? Is this how girls can feel; that they must keep their boyfriends or friends happy?

“If a girl posted the nude picture of Josh around, she would be labelled as ‘nasty’ who is trying to stir stuff, the boy in the picture would not get any grief.”

Young person, Childnet focus group





Taking action

1. Instead of sharing the naked photo, what could Abi have done to let Josh know that although she likes him, she doesn't want to send him a nude photo?

Suggested answers: *Zipit app, made a joke, shared a selfie of herself and not a naked selfie*

3. What could the other characters have done to help Abi?

Suggested answers: *Asked others to delete the picture, not share the picture, explain/consider the consequences more*

4. What do you think happens next in the film? What happens when Abi goes back to school? What happens when Abi meets Josh for the first time? Would Abi want to meet Josh again?

Follow up activities:



Zipit

Zipit is Childline's app and it is free to download. If someone is trying to get you to send naked pictures of yourself, use the images on Zipit to keep the situation in control.

For more information go to: www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/

Activity A

How to help Abi – Text response

7 minutes

Worksheet: 2.1

This activity asks students to consider how things might have worked out had Abi not sent the picture and sent a different response instead. They need to devise what this other response could have been.

2. When Abi discovered that the picture had been shared with others, she didn't want to go to school. She eventually told her mum, but who else could she have spoken to about her situation?

Suggested answers: *A Pastoral Head in school, or a Head of Year, Childline, friends, older brothers and sisters*



How to run the activity:

1. Split the class into groups of 3 and hand each group a blank text message page (**worksheet 2.1**).
2. Explain to the class that they need to imagine that they are Abi. As a group, they need to devise the message Abi should have written back to a) Josh and b) Jenna in response for Josh's request for a naked picture. Encourage each group to develop their answers into a conversation and explain that one word answers (ie. 'no') are discouraged.
3. Allow 5-7 minutes for this activity and ask some groups to read out their messages.
4. Feedback to the group. Is it as easy as just writing 'No' back?



Activity B 'What does the law say?' quiz



10 minutes



Worksheet 2.2, 2.3, 2.4

As the police are mentioned at the end of this film, this activity asks young people to review what they know about the laws surrounding sexting and other laws online.

How to run the activity:

1. Hand out the 'What does the law say?' worksheet (**worksheet 2.2**) to each student.
2. Allow a few minutes for each student to fill in the worksheet individually, before checking their answers with their partner.
3. To allow them to correct their own answers, hand out 'The laws online' worksheet (**worksheet 2.3**) to each pair. To differentiate for some students who need additional support, discuss the quiz together in a small group and correct any misconceptions using the guidance for educators notes (**worksheet 2.4**).
4. Correct the quiz together as a class and, using your **guidance for educators notes (worksheet 2.4)**, answer any question they may have. For more information on where the law stands in relation to incidents of sexting please refer to pages 15-16.





Activity C Moral compass *



15 minutes



Worksheet 2.5

This activity asks young people to reflect on certain issues online and to consider where they stand in relation to them.

How to run the activity:

1. Put up the three statements around the room; 'I agree' at one end, 'I disagree' at the opposite end and 'It depends/I'm not sure' in the middle (**worksheet 2.5**).
2. Explain to the class that you will be reading out some controversial statements and they will need to stand wherever they think is right. If they don't wholeheartedly agree with something, they can stand next to, but not directly at, the 'I agree' sign.
3. Remind them that they can't follow their friends and you will be asking people to explain their position and asking them why they feel that way.

'Sexting should be against the law.'

'If a girl is willing to take a naked picture of herself, she knows that it might be shared with others.'

'If you put something online, you put it there, so you should be ready for insults.' *

'Boys have it easier than girls online.' *

'It is easier to be young these days than it was 20 years ago.' *

'Social media puts pressure on young people to share interesting and exciting images.'

'If something is shared with you online that upsets you, just turn it off.'

'Technology can have a good and bad influence on friendships and relationships.' *



* Suitable for KS2

Things for them to consider

Deciding who is to blame about sexting

It is important to avoid 'victim blaming' and to challenge those who put the blame solely on the girl who creates and sends a naked image of herself. Ask questions about how those who spread the picture should be punished.



Plenary



5 minutes

1. Review the starter question and assess if anyone has changed their views over the course of the lesson plan. Do a quick survey using hands up, hands down. Do people still agree that girls have a harder time online? Do people now believe that girls have an easier time online? Why have they changed their mind?
2. Review the intended learning outcomes and hand out the exit slip to each student to be filled out. As per the other lessons, encourage each student to tear the last question from the page to add into the anonymous question box. These questions will be answered at the beginning of the next PSHE class.
3. Check with the students that they know who in their school they could turn to if they did ever need advice eg. Head of Year, a PSHE teacher, a school counsellor or nurse



Extended Activities

- **Review or create a school policy on image sharing**
Review the school anti-bullying policy on image sharing. If there is no policy, ask the students to create one. Encourage students to think of ways they would like the school to deal with problems concerning image sharing and how they would like to be talked to about these issues, ie. should the person who took the picture and shared it be punished equally or more than those who saw and shared it later?
- **Review 'So you got naked online?'**
Encourage the students to look at the South West Grid for Learning's resource 'So you got naked online?' Ask the students if they think it is good advice? What advice would they add to the resource?



Signposting and other resources

Childline: 0800 11 11 – A service that allows young people to talk to someone anonymously without judgement via chat, or via phone, on whatever issue they would like. A lot of helpful support and advice is on their website – www.childline.org.uk

CEOP: If you suspect a child is being groomed online, you can report this to CEOP – www.thinkuknow.co.uk

YoungMinds: This website has lots of information for young people about their wellbeing and mental health, and also has information for teachers and parents – www.youngminds.org.uk

Sexting in schools and colleges:

Responding to incidents and safeguarding young people: Guidance produced by the UK Council for Child Internet Safety to support schools and colleges in responding to incidents of sexting. www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

So you got naked online: A resource from the South West Grid for Learning that details steps that should be taken if a student has already sent a sexually explicit photo – <http://swgfl.org.uk/products-services/esafety/resources/So-You-Got-Naked-Online>

