



## LESSON PLAN

CURRICULUM/SYLLABUS AREA: Personal Development/RSE	LESSON TITLE/TOPIC: Sextortion / Sharing intimate images online	DURATION: 60 minutes
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<p>LEARNING INTENTIONS:</p> <ul style="list-style-type: none"> <li>○ Pupils will understand what the term “Sextortion” means</li> <li>○ Pupils will be given advice on how to <b>prevent</b> themselves becoming a victim and will learn how to <b>recognise</b> the pressures that may be placed on them to send/share images or videos of a sexual/intimate nature online.</li> <li>○ Pupils will be given advice on what to do to stay safe, how to prevent themselves becoming a victim and what to do if this happens to them.</li> </ul>
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TIME	ACTIVITY	RESOURCES
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### INTRODUCTION:

10 mins	<p><b>Thought Cloud/Think Pair-Share</b></p> <p>Write the phrase “sextortion” on the board and give each pupil a post-it note to write down what this word means to them. In pairs, they will then discuss this and agree on a definition.</p> <p>Each pair will post their definition on the board for discussion.</p>	<p>White Board</p> <p>Post-Its</p>
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### DEVELOPMENT:

5 mins	<p>Watch BelnCtrl video on sexting and influences produced by Webwise  <a href="https://vimeo.com/831805569?share=copy">https://vimeo.com/831805569?share=copy</a>            Password: buiwrvhbwq</p>	<p>Webwise video</p>
20 mins	<p><b>Group Task- Influences</b></p> <p>Using CCEA Resources A and B – Discuss the reasons why a young person may send a sexual image.</p> <p>Place these in rank order these starting with what they believe are the main reasons a young person would be influenced.</p> <p>Select the first and last reason as a class to form discussion.</p> <p>Following class discussion, show Slide 1 from the PSNI “What is Sextortion” slide- consolidate learning from the exercise above.</p>	<p>CCEA RSE Resources Unit 3 Resources A and B</p> <p>Slide 1 – Sextortion explanation slide (PSNI)</p>
25 mins	<p><b>Sexting Scenarios-</b></p> <p>“What to do if “</p> <p>Divide the class into 2 groups and each group given a scenario card.</p> <p>Allow 10 minutes for each group to discuss the scenario, then bring the 2 groups together to jointly discuss and say what advice they would give in each case.</p> <p><b>KEY POINTS TO BE MADE:</b></p> <ul style="list-style-type: none"> <li>➤ These approaches are very professional in nature with the aim of blackmailing and potential distribution of images;</li> <li>➤ Be careful who you accept invitations from; don’t get lured into compromising situations. Trust your instincts- end uncomfortable situations immediately;</li> <li>➤ What goes online may stay online</li> <li>➤ Update your social networking privacy settings – only let people you</li> </ul>	<p>Resource C “What to do if...”</p> <p>Scenario Cards</p>

	<p>PSNI <b>“Who is at risk”</b> slide-</p> <p>Officer (or teacher) to talk through the points contained in the slide</p> <p>Move through the remaining slides to explain who is committing these crimes, how to protect yourself and how to access help, advice and support.</p> <p>Use the Teaching Notes provided for slides 2-7 to ensure young people understand what to do should they find themselves in this position, and to encourage them to:</p> <ul style="list-style-type: none"> <li>➤ stop communication</li> <li>➤ report the matter</li> <li>➤ block communication channels but retain relevant information which may assist police</li> </ul>	Slides 2-6
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**CONCLUSION**

10 Mins	<p>Signpost Support- as noted in the PSNI slide in also refer to Trusted Adults/ School Pastoral Systems and Childline</p> <p>Closing Slide – Repeat of Slide 4 – How can you protect yourself</p>	<p>Sources of Support - Slide 7 – PSNI Powerpoint presentation</p> <p>Slide 8 (which is Repeat of Slide 4 – PSNI PPT presentation to close)</p>
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**RESOURCES:**

- <https://vimeo.com/831805569?share=copy> Password:buiwrshbwq
- CCEA Resource Cards (RSE; Unit 3, sexting)
- PSNI “What to do if...” Scenario cards
- PSNI Sextortion Powerpoint presentation

## Teaching Note to accompany Powerpoint Presentation:

### Notes to accompany Slide 4 and closing Slide 8

1. These approaches are very professional in nature with the aim of blackmailing and the potential distribution of images;
2. Be careful who you accept invitations from; do not get lured into compromising situations. Trust your instincts and end uncomfortable situations and conversations immediately;
3. Remember that what goes online may stay online;
4. Update your social networking privacy settings - only let people you know see your account and don't include personal or private information in profiles.

### Notes to accompany Slide 5

1. Do **NOT** panic. You have already taken the first big step by recognising you are the 'victim' in this and that you may require support to help you through this difficult time. The Police will take your case seriously, will deal with it in confidence, and will not make judgements on your behaviour.
2. Do **NOT** pay. Although some victims who have paid what the offenders have demanded and hear no more about it, many others who have paid have then continued to receive further and often increasing demands. In some cases even when the demands have been met the offenders will still go on to post the videos anyway. We would like to get to a position where victims in NI refuse to pay, because this may mean that offenders stop targeting young people here as it does not provide them with money- make it unattractive financially for offenders to target young people in NI.
3. Do **NOT** communicate further with the offenders. Obtain screen shots of any communication. Deactivate your account and if relevant use the online reporting process to report the matter to the social media platform. Deactivating any account rather than shutting it down will ensure data is preserved and will assist law enforcement in obtaining evidence. The account can also be reactivated at any time ensuring online memories are not lost forever.
4. Block the offender- In general once they're blocked, the offenders can't contact you. If they are unable to do so then they can't threaten you or make demands, so they tend to move on fairly quickly. However, they may try to utilise other contact routes that they are aware of, so be mindful of all sites where communication has been made or you are linked to.
5. If you have already paid, check to see if the money has been collected. If it has, and if you are able, then make a note of where it was collected from. If it hasn't, then you can cancel the payment - and the sooner you do that the better.

### Notes to accompany Slides 6 and 7

#### Support:

The following are useful contact details of support agencies which will help for these crime types.

# What do I do if...

## Scenario 1

Mark is 15 and meet “Cathy” online. They have a conversation on Snapchat. After a while, Cathy asks Mark to add her on his social media (insta / whatsapp/ facebook) and they continue their conversation for a bit longer however it becomes sexual in nature. “Cathy” offers to send a pic in return for getting one back from Mark. A pic arrives on Mark’s phone, and at first he is unsure, but “Cathy” keeps on encouraging him, tells him he’s really fit and that she fancies him, and she progresses to asking for a live video/videochat. Mark agrees and posts a video of himself naked. Within minutes of Mark sending the video to Cathy, Mark receives a message with a screenshot of all his friend groups on a range of social media sites, and a threat from Cathy that the video will be shared unless the victim pays , and she demands that he share his bank details or downloaded payment app such as paypal or Revolut/vouchers for Apple or Steam/ask for Bitcoin.

## What would you do?

## What do I do if...

### Scenario 2

Sarah is 14 and meets Matthew online. They chat for a while on Snapchat and after about half an hour Matthew asks Sarah to add him on her social media (insta / whatsapp/ facebook) and they continue their conversation for a bit longer however it becomes sexual in nature.

Matthew offers to send a pic in return for getting one back from Sarah but Sarah refuses.

A pic arrives on Sarah's phone which has Sarah's face superimposed on a sexual image and a demand for payment otherwise the image will be shared with all Sarah's friends because Matthew has been able to capture their details from Sarah's social media sites that she shared with him.

### What would you do?

## Reasons for sexting

Read the statements below and place them in Rank Order on Resource Sheet B

To flirt with someone
Coming from a vulnerable background
Being in love
Seeking attention
As a joke (banter)
Being pressurised by your partner
To act mature if your partner is older
Because other people are doing it
Worried about being called 'frigid'
Haven't really thought about the consequences
Being bullied, threatened or blackmailed
To get involved in risk-taking behaviour
Out of curiosity
Made to feel guilty if you refuse
As a dare
It's easier to give in
To fit in with a group
Because I want to; I'm proud of my body
By mistake
Under the influence of alcohol or drugs

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# Reasons for sexting

Rank order	Reason for Sexting
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

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