



Starting point - Sharing

Before approaching the teaching point activities, it would be beneficial to ensure young people are clear on what we mean by 'sharing', why we share things and recall examples of when we might share things with others.

Below you will find a bank of questions which can be used to facilitate a discussion with young people in order to ensure a baseline understanding of what is meant by 'sharing'. All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions can be used to revisit the concept of sharing throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. What does sharing mean?

The Oxford Dictionary says it's 'To tell someone about something, especially something personal'; 'Post or re-post on social media, website or application'.

2. Can you give an example of something you have shared with someone else?

This could be a physical item such as sweets, a phone charger or a pen. It could be something you share about yourself or someone else such as a name, phone number, a favourite place or it could be a feeling you share such as when you are angry, upset or happy.

3. Can you give examples of things people share online?

Photos, feelings, thoughts, opinions, locations, relationships, birthdays, videos, celebrations etc.

NB - It might be helpful for the educator to make visual prompts for these things.

4. Why do people share things online?

To make a joke, to congratulate someone, to make friends, for attention, to warn people of something, to raise awareness, to keep in touch, to inspire.

5. What do you think of the positives and negatives of sharing online?

Positives of sharing

- ✓ Keep in touch with people
- ✓ Receiving positive comments or 'likes' from something you share can feel good
- ✓ Sharing something can lift someone's mood and make them happy
- ✓ Raise awareness of an issue

Negatives of sharing

- ✗ People might react negatively to something you've shared, such as saying something mean or hurtful
- ✗ People could be upset or offended by something that has been shared
- ✗ You might later change your mind and wish you hadn't shared something- but lots of people have already seen it before you have deleted it
- ✗ You might gain a negative online reputation depending on what you share

6. Is there anything that we shouldn't share online?

Think about how sharing might make someone feel or whether it could get you or someone else into trouble. Could it make someone think badly of you or affect your online reputation?

Could it break the terms and conditions of a service or even break the law?

7. How do you decide whether to share something online or not?

Think about what you are sharing, whose content it is and the reason you're sharing something. Is it helpful, necessary, fun for everyone and kind?

8. Do we share the same things with everybody online?

For example, would you share your new mobile number with your best friend through a private WhatsApp group? With everyone on your social networking profile? With someone you are playing an online game with?

Round off the discussion by explaining to the learners that over the next few lessons/weeks they will continue to think about sharing online with a focus on how they share their own content online and how they may be sharing content that belongs to others.



Suggested discussion activity

Reflection on the things we share with certain people

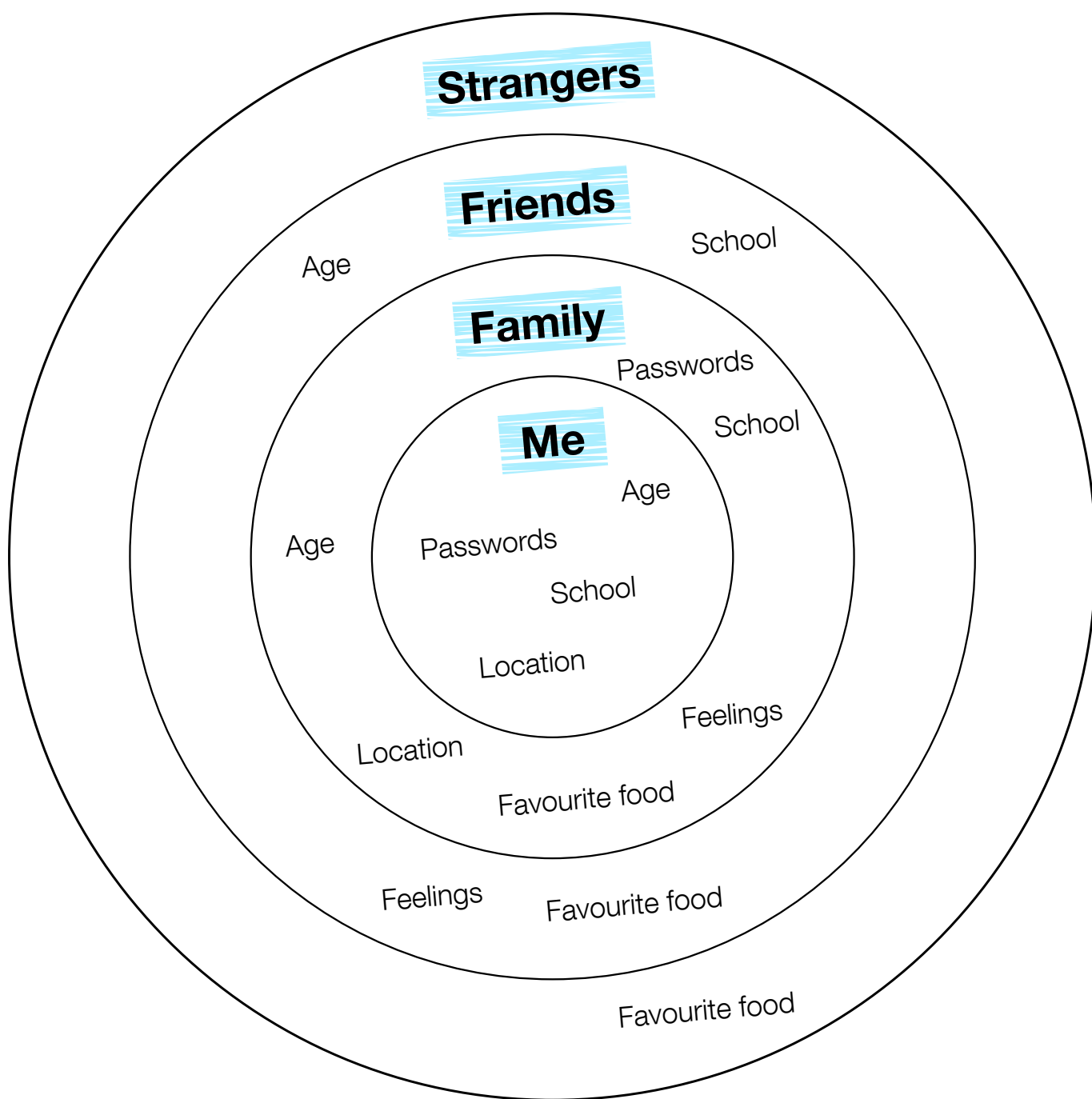
The following activity gives learners the opportunity to consolidate their learning by reflecting on the discussion and allowing them time to think about the things they would share with certain groups of people.

How to run this activity:

1. Ask the young people to draw 3-6 circles within each other, starting small with each getting bigger.
2. This activity could be done on mini whiteboards; this would allow the young people to change their mind and simply wipe off something from one section and place it somewhere else. You could also use a large piece of sugar paper to allow the young people to work in groups to draw the circles or even draw it onto the board for a whole group approach.
3. Each circle needs to represent a different group of people. Some examples are below however you may wish to select fewer groups to make the task simpler or, for a more complex approach, use more circles and categories.
 - **ME** – *In this circle write the things you wouldn't share with anyone. Sometimes sharing things with others can cause unnecessary hurt and upset. It's important to consider the reasons behind why we are sharing something, and what effect this could have on the people around us.*
 - **FRIENDS** – *In this section write the things that you would share with a friend. A friend is someone who you know well, you enjoy spending time with them, someone who you can trust, someone who makes you feel safe, and someone you can be yourself with.*
 - **FAMILY** – *In this section write the things you would share with your family.*
 - **BOYFRIEND/GIRLFRIEND** – *In this section write the things you would share with someone who you are in a relationship with.*
 - **PEOPLE I KNOW** – *In this section write the things you would share with someone you know. These are people you have a link to, you've seen them before and spoken to them. Maybe a teacher in school, a friend of a friend, a friend's parent, etc.*
 - **PEOPLE I DON'T KNOW** – *In this section write the things you would share with someone you didn't know. This would include friends of a friend; perhaps on social media or in a WhatsApp group, another player in an online game or even someone else commenting on a post. Remember, if you have never actually met these people before, they are strangers.*
4. Give the learners a bank of options of things they might share. Some suggestions are below:

Name	Age	Address	School	Location	Passwords
Gamer tags	Social Media	Usernames	How you feel	Favourite food	Photos

5. Ask the young people to place in the circles the things they would share with that group of people. They might find it easier to work on one circle at a time and have the same thing in more than one category. An example is shown on the following page.



▲ An example of how this activity could look



Starting point - Personal Information

Before approaching the teaching point activities it would be beneficial to ensure young people are clear on what we mean by 'personal information' and how and where this could be shared online.

Below you will find a bank of questions which can be used to facilitate a discussion with young people in order to ensure a baseline understanding of what is meant by 'personal information'. All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions can be used to revisit the concept of sharing throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

- 1. Have you heard of personal information before? What is personal information? How would you describe it to someone who hadn't heard of it before?**

Personal information is any piece of information which is special/unique to us. It is information which reveals something about us and could help someone to know more about us. It is often described as 'identifiable information' which just means that someone can know the difference between us and someone else.

- 2. What counts as your personal information?**

*Your name, age, address, school, location, passwords, usernames/gamer tags/social media handles, email addresses etc. The **Information Commissioner's Office** states that if you can identify a person from the information being shared then it may be personal data. Therefore, it is important to include images, videos and screenshots in discussions about personal information.*

- 3. How and where is personal information shared online?**

Personal information can be shared on profiles, in pictures and videos, through messages, updates and statuses, voice chat (for example in games) and location tags.

- 4. Can you think of an example where we might share personal information online on purpose?**

An example of this would be when we sign up to a new account as we have to complete a form where we share personal information like our name, email address, etc.

- 5. Can you think of an example where we might share personal information online by mistake or without realising?**

An example of this would be sharing a photo or video which contained personal information in the background. This could be a certificate on the wall, school uniform hanging up or recognisable building/street sign. Sometimes we share images and videos without looking closely at what might be in the background.

- 6. Who can we trust with our personal information?**

People we actually know in the real world, for example school friends, family, teachers, support workers, etc.

- 7. Who can't we trust with our personal information?**

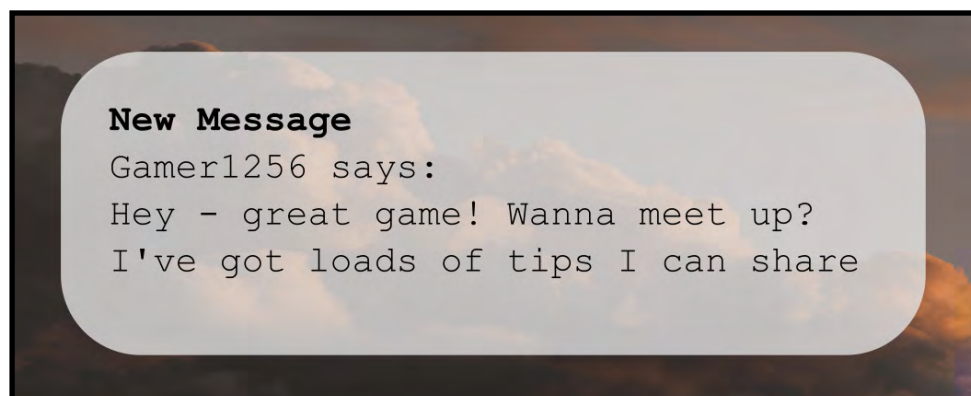
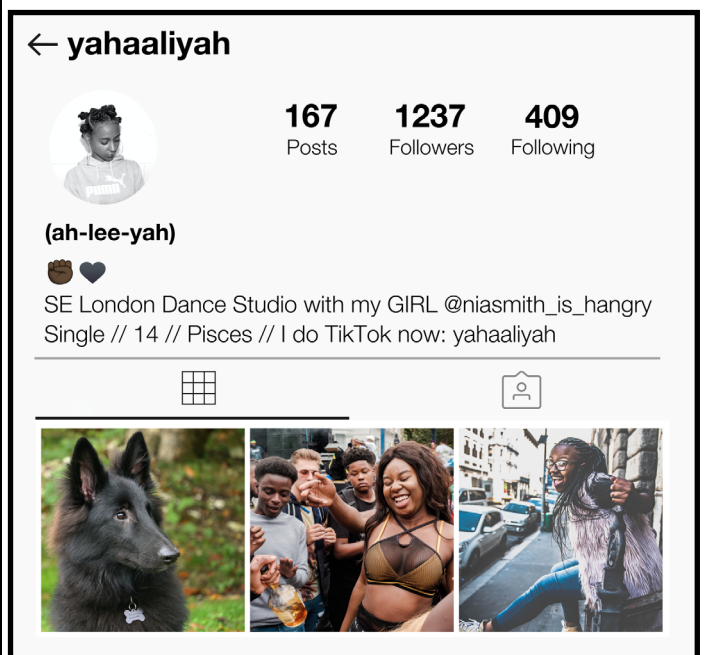
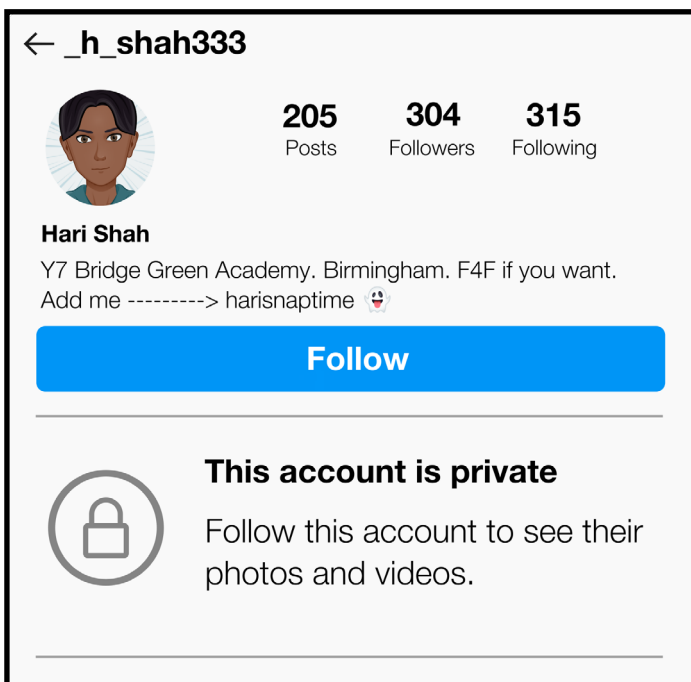
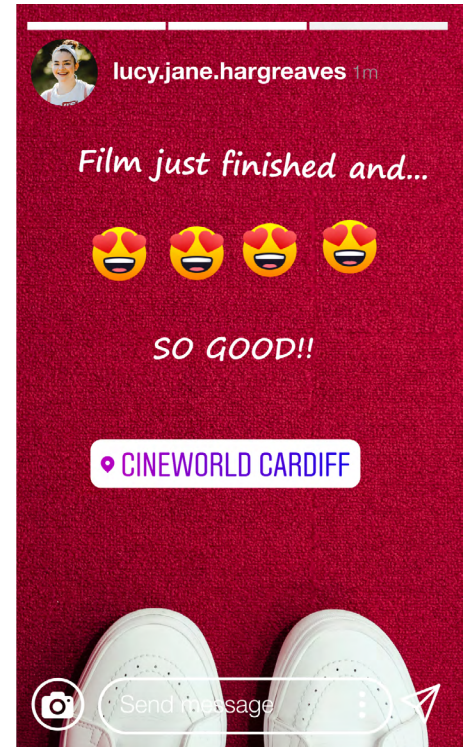
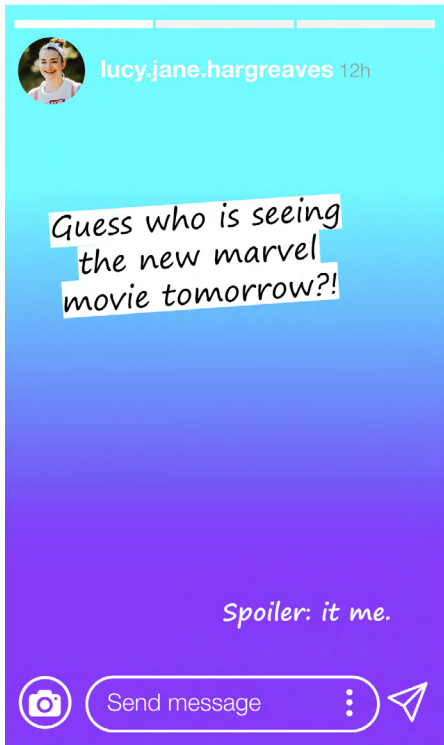
Anyone who we haven't actually met before as it is difficult to know for sure if they are who they say they are. We often call these people strangers.

- 8. Is it OK to share other people's personal information?**

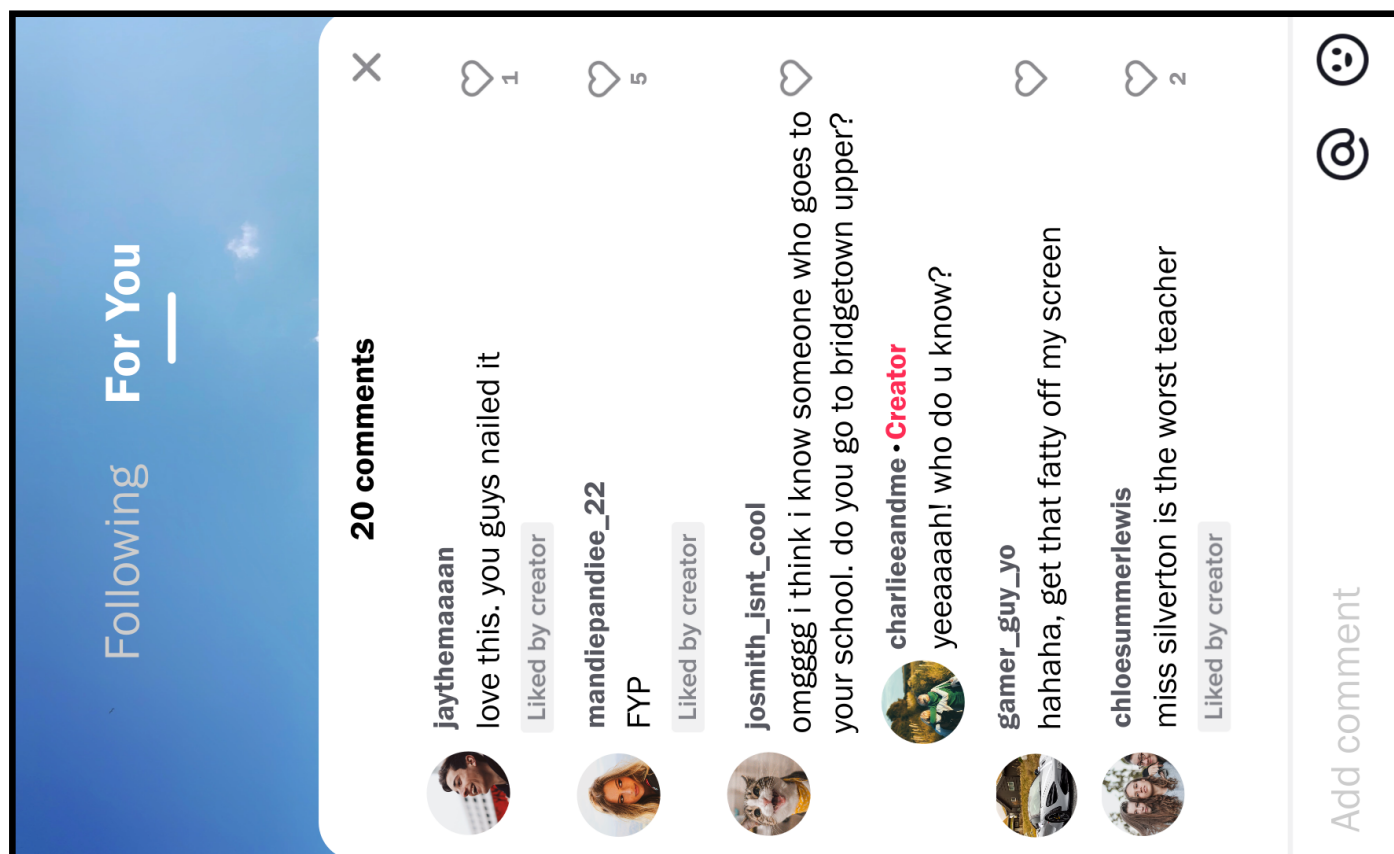
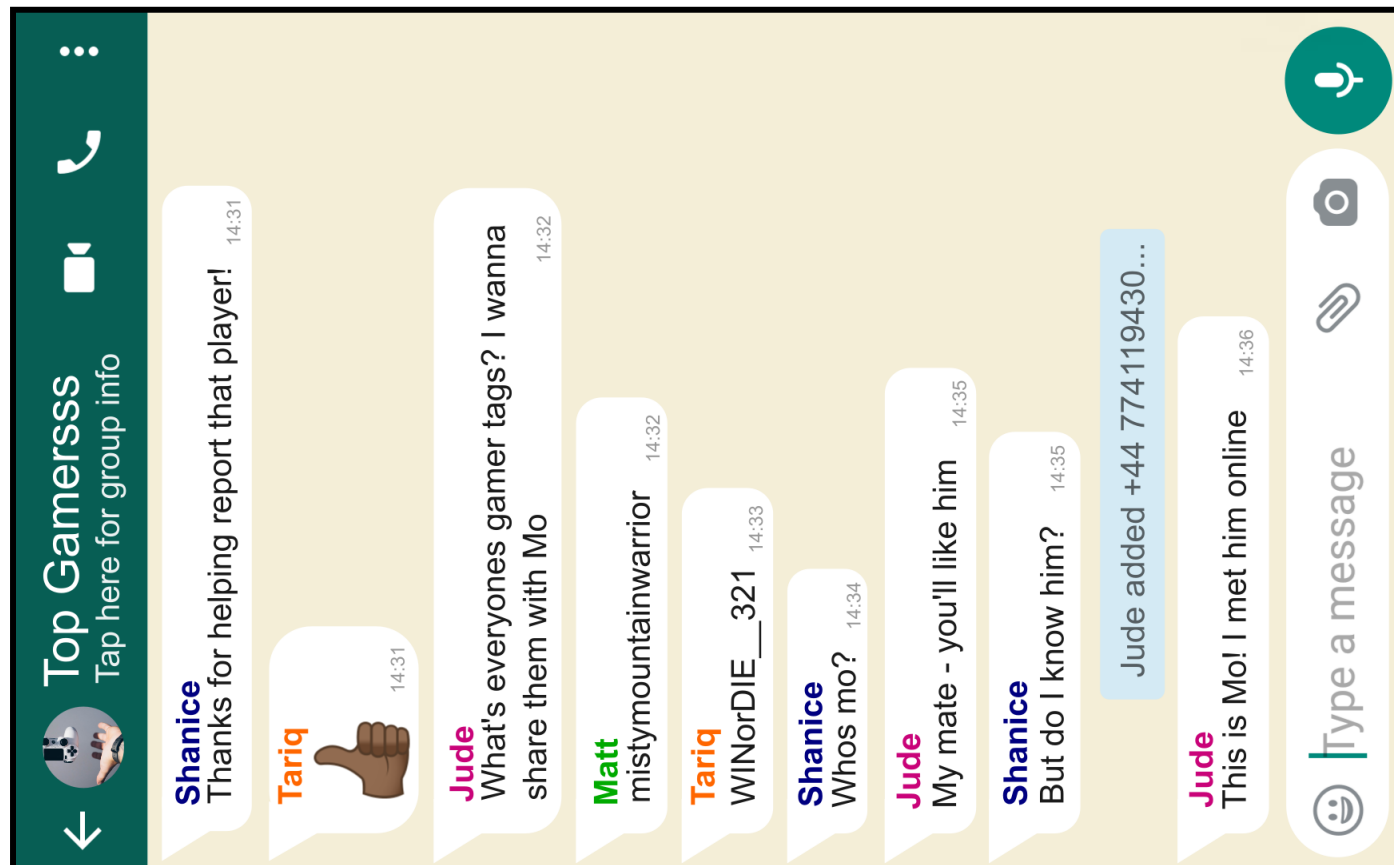
We should always ask someone if it is OK before we share anything about them online. This would be the same for information we share publicly on social media or games or privately on messenger apps.

Round off the discussion by explaining to the learners that over the next few lessons/weeks you will continue to think about sharing online with a focus on how we share our own content online and how we may be sharing content that belongs to others. You may also wish to use **Appendix S1.1** as a visual representation of how personal information can be shared online in the context of social media and group chats. Learners could circle examples of personal informations and risks they can see and discuss what advice they would give these people.

Appendix S1.1 – Spot the sharing mistakes



Appendix S1.1 – Spot the sharing mistakes cont.





Starting point - Sharing nudes

Before approaching the teaching point activities, it would be beneficial to explore with young people what we mean by sharing nudes online.

Below you will find a bank of questions which can be used to facilitate a discussion with young people. All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions can also be used to revisit the concept of sexting throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

You may wish to also refer to the Home Office guidance **'Indecent images of children: guidance for young people'**.

1. What does the phrase 'sharing nudes' mean?

'Sharing nudes' is sharing naked, or nearly naked photographs or videos with someone else. This would include:

- » *Photographs or videos of your naked body or showing part of your naked body like your penis, breasts or vagina.*
- » *Photographs or videos of you wearing just underwear.*
- » *Photographs or videos of you pulling down clothes to show underwear.*

2. Why might someone send a naked or nearly naked photograph or video to someone?

There are lots of reasons why someone might send a nude photograph or video, both willingly and under pressure. For example:

- » *Because someone asked them to or says they have to.*
- » *Because they are in a sexual relationship with that person.*
- » *For sexual enjoyment or as part of flirting.*
- » *For a dare or as part of a game.*
- » *Because someone else sent them one first.*

3. What could happen to the photograph or video once it has been shared with someone online?

What happens to the photograph or video depends on the person who it has been shared with. The other person could:

- » *save the photograph or video*
- » *share the photograph or video with someone else or lots of people*
- » *ask for another photograph or video*
- » *demand another photograph or video*

4. Where does the law stand?

The law

It is illegal to make, take, save or share a naked, nearly naked or underwear photograph or video of a child under the age of 18.

This is known as an indecent image of a child.

This includes taking selfies of yourself and photos which are made to look like they are of a child, e.g. child's face put on a pornographic image or video.

A young person is breaking the law if they:

- *take a naked, nearly naked or underwear photograph or video of themselves or a friend*
- *share a naked, nearly naked or underwear photograph or video of a child, even if it's shared between children of the same age and they have asked if it is ok*
- *save or have on their device (phone, tablet, computer etc.) a naked, nearly naked or underwear photograph or video of a child, even if the child said it was ok.*

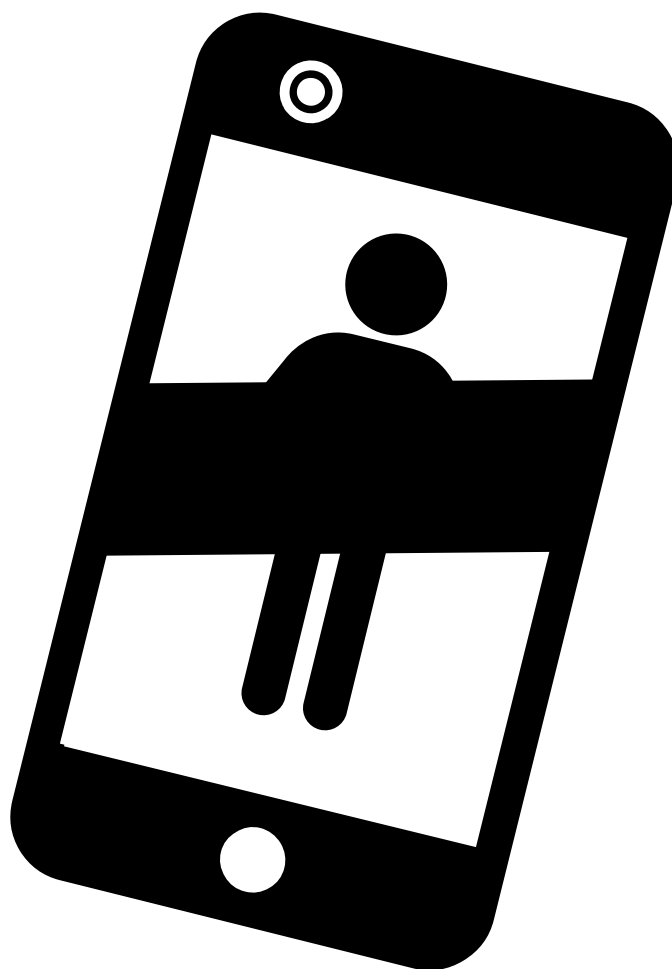
(Protection of Children Act 1978 (England & Wales), Protection of Children Order 1978 (Northern Ireland), and Protection of Children & Prevention of Sexual Offences Act 2005 (Scotland))

The activities within the teaching points '**Pressure from others to send sexual images online**' and '**Putting pressure on others to send sexual images online**', explore strategies for dealing with the pressure to share sexual images online.

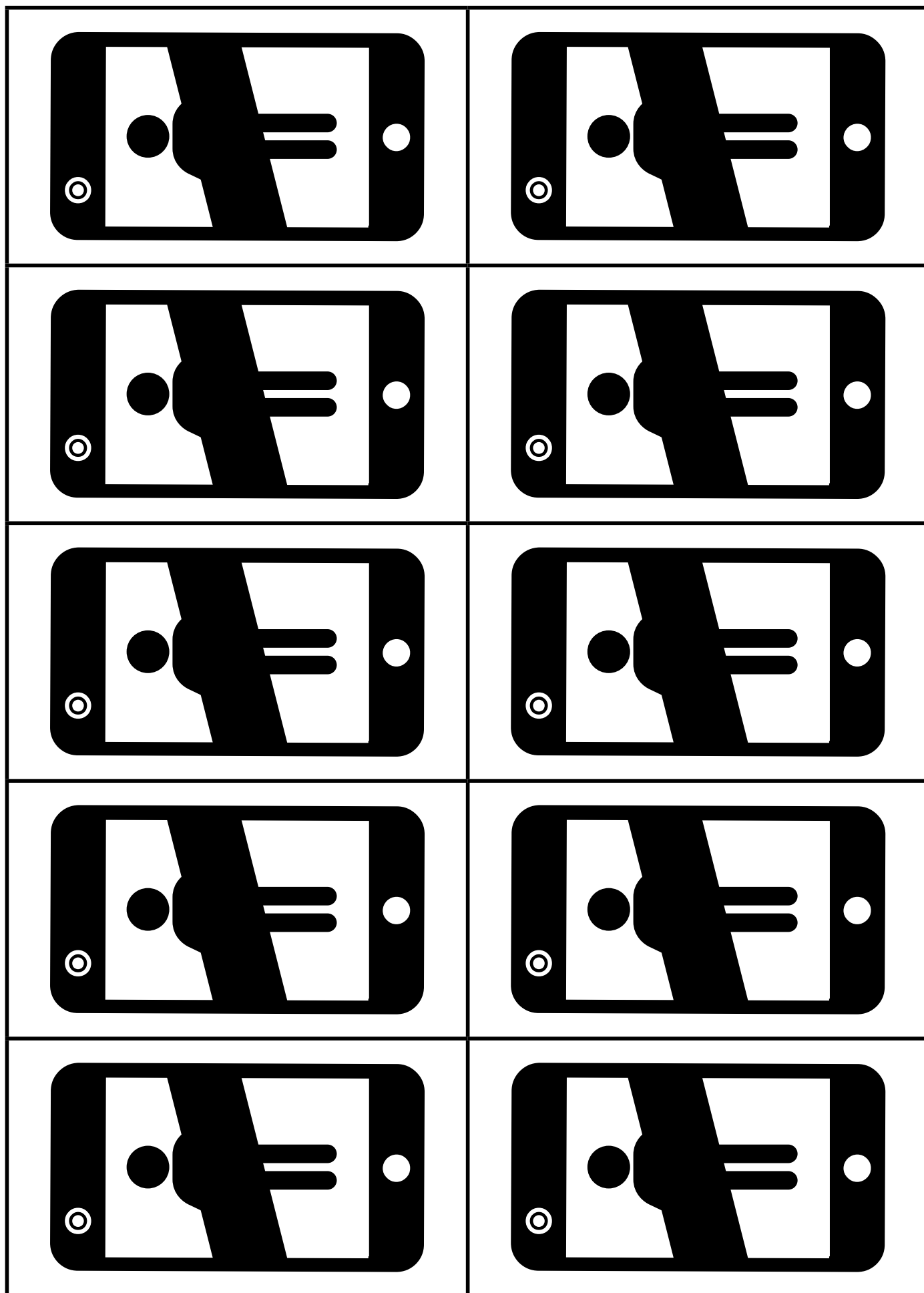
Suggested discussion activity

The following resource cards in **Appendix S1.2** can be used alongside the above discussion questions to demonstrate sharing sexual photographs and images online.

Multiple copies can be printed and handed round a circle with each child keeping a copy and passing the rest on. This symbolises images being shared continually with each person being in possession of a copy. This can support a discussion about sharing behaviour and the law.



Appendix S1.2 – Image resource cards





Starting point - Communicating 'no'

Before approaching the teaching point activities, it would be beneficial to explore with young people how you communicate 'no' to others and receive this yourself.

Below you will find a bank of questions and mini activities which can be used to facilitate a discussion with young people to build confidence in communicating 'no' and handling it when you receive it. All or some of the questions and activities can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions and activities can also be used to revisit the concept of communicating 'no' throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. What does 'no' mean?

'No' means you don't want something to happen or don't agree with something.

2. How many ways can we say 'no'?

E.g. 'no', 'no thank you', 'I don't want to do that', 'that's not what I want' etc.

3. How can we show someone the answer is 'no'?

E.g. shake our heads, wag our fingers, and raise our hand etc.

Saying 'no'

1. When might you say 'no' to someone?

E.g. if you don't want to go somewhere.

2. How does it feel to say 'no' to someone?

E.g. do you feel worried when saying 'no'?

3. Is it ever hard to say 'no' to someone?

E.g. if you are worried they will be upset or angry.

4. What might stop you from saying 'no' to someone?

E.g. being worried about what other people will say or do.

Receiving 'no'

1. When might someone say 'no' to you?

E.g. when you ask a question or as part of an activity.

2. Why might someone say 'no' to you?

E.g. if they don't want to do something or don't agree with you.

3. How does it feel when someone says 'no' to you?

E.g. it could make you feel annoyed, upset or unsure about why they have said no.

4. What might stop someone from saying no to you?

E.g. they might not want to upset you.

Suggested discussion activities

Pass the 'no'

The following activity allows young people the opportunity to explore the different ways we can communicate **no** both verbally and non-verbally.

How to run this activity:

1. Begin by positioning the young people in a circle and explaining that they will each take it in turns to say or show a different way of communicating no.
2. Start off the activity and encourage each young person in the circle to take it in turns to communicate a different way of saying or showing no.
3. You could also run this activity by passing a bean bag, ball or by pointing to another person anywhere around the circle.

Practising 'no'

The following activity allows young people the opportunity to practise saying **no** to someone in different ways, both verbally and non-verbally.

How to run this activity:

1. In pairs, label the young people A and B and give them the relevant card below.
2. Ask person A to use their prompts to convince the other to give them one of their belongings.
3. Ask person B to say no using one of their prompts.
4. Repeat the activity as many times as needed and swap the roles of the young people and thing they are asking for.

Person A – Asking for something

"Please can I have...?"
"You need to give me..."
"I want it because..."
"Please give it to me I really need it..."
"You **HAVE** to give it to me."
"If you were my friend then you would give it to me..."

Person B – Saying no

Say or show the word no and be firm – "No you can't have it." Or shake your head.
Explain why you are saying no – "You can't have it because it is mine."
Repeat. You may need to say no more than once – "I said no."
Suggest something else – "This is mine but maybe we could ask for one for you."

Receiving 'no'

The following activity allows young people the opportunity to explore how you respond to someone when they say no to you.

How to run this activity:

1. This activity is an extension of the above activity. Either begin by running the activity above first or incorporate the cards above into this activity as well.
2. In pairs, label the young people A and B and give them the response cards.
3. Complete the activity above.
4. Give person A the second response card below and ask them to choose a response when they are told no.
5. Repeat the activity as many times as needed and swap the roles of the young people.

Person A – Responding to no

Hear their no and stop asking – "That's ok, let's talk about this instead..."
Say sorry – "That's ok, sorry for asking."
Explain why you asked. Someone might not have understood why you asked for something – "that's ok, I asked because..."
If you're not sure why someone has said no then ask an adult for help – "This person has said no and I don't know why."