



Teaching point activities

Sharing my own personal information



During this teaching point young people will be exploring what personal information they share about themselves online, who they share this with and how to keep safe. They will consider the differences between sharing publicly versus sharing privately.

Before approaching the teaching point activities it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'personal information' and 'sharing online'. There is also an activity about unpicking the difference between public and private in '**Understanding young people's use of technology and the internet**'.

What will the young people learn?

- Sharing online personal information is a choice.
- When and when not to share personal information online.
- Why personal information shouldn't be shared with everyone online.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



**Resources - 'Your choice' PPT
- Appendices S2.1 + S2.2**

This activity allows young people to make choices about sharing personal information online through the use of a teacher led scenario exploring the daily online activity of a young person called Trey*. It will highlight some of the things that are OK or not OK to share online with each segment of the scenario taking the format of problem, advice and resolution. The young people themselves will actively make choices in order to progress through the scenario and obtain relevant advice along the way. **The character of Trey is based around real experiences shared with Childnet during our research and education visits.*

How to run this activity:

1. Begin by either displaying the PPT on the screen for learners to see or have a copy of **Appendix S2.1** ready to read through the scenario.
2. Start the discussion with young people by going round the group and asking young people to name their favourite thing to do online or the last thing they did online.
3. Then explain to learners that you will be sharing a scenario with them about a boy called Trey and what he likes to do online. Use the script on **Appendix S2.1** to introduce this activity.
4. Work through the PPT and script with learners using the 'your choice' points to pause and discuss which option to choose and why that might be the most sensible choice. All the information needed for these discussions has been provided in the script on **Appendix S2.1**.
 5. Once you have completed the scenario with learners use **Appendix S2.2** to create a checklist of key advice learnt today which they need to remember for the future. You could either do this as a group or allow learners to create their own checklist.
 6. The checklists can then be kept by learners and used to support sensible decision making in the future.



Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - 'Instead of this, try this' PPT
- Appendices S2.3a + S2.3b

This activity allows young people to reflect on the choices they make online when sharing their personal information and consider whether another choice might be safer and more sensible. It will highlight some of the things that are OK or not OK to share online and offer advice for safe and responsible sharing online.

How to run this activity:

1. Begin by displaying the PPT on the screen for learners which will run through a selection of online choices relating to personal information sharing. Provide learners with the accompanying **Appendix S2.3a** for them to complete with alternative choices once they have received advice from the PPT.
2. Click to read the first online choice and then click again for accompanying advice. Allow time to discuss the choice as a group first. Then ask learners to record an alternative choice on their worksheet (**Appendix S2.3a**).
3. Follow this structure with learners for each of the choices on the PPT.
4. The completed worksheet can then be kept by learners and used to support sensible decision making in the future.

*NB – a complete version of the worksheet has also been provided (**Appendix S2.3b**) where learners can simply match the corresponding choices. This version can also be used as a point of reference by educators.*



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - 'Share or Don't share' PPT
- Appendix S2.4

This activity allows young people to decide whether or not personal information should be shared online and establish their own boundaries when it comes to sharing safely and responsibly online. By turning the learning space into a moral thermometer young people will be presented with a choice to make which will highlight some of the things that are OK or not OK to share online.

How to run this activity:

1. Begin by loading up the PPT and displaying the signs in **Appendix S2.4** on opposing walls in the learning space and ensure there is space for the learners to move between them.
2. Explain to learners that you will be showing them examples of times where they might need to share their personal information online, times they may be asked to do so or times they may want to.
3. Click through the PPT as a group to look at the online scenarios and allow the young people to stand along the moral thermometer scale to indicate whether they think personal information should or shouldn't be shared. In some cases, it may be a definite yes or no but in others it may be somewhere in between based on the amount of personal information being shared, e.g. someone may stand closer to 'Share' than 'Don't share' as they may feel it is OK to share but only if you were to check with an adult first.
4. Follow this structure with learners for each of the choices on the PPT.
5. You may wish to create a display using the scenarios and group them under the headings '**Share**', '**Don't share**' and '**Only share if...**' this can then be referred to and used to support sensible decision making in the future.

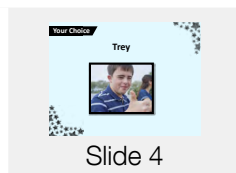


Appendix S2.1 – Educators’ script for Trey’s Story

Start from slide 3



We are going to be thinking about the choices we can make online with sharing personal information. To do this we are going to hear about a boy called Trey...



This is Trey, he likes to spend time online as it makes him feel safe and calm. He likes to play online games with his friends. Some of these friends are from his school but some are people he has only ever known online.



Yesterday, whilst playing in an open server on his favourite game Trey was asked where he lived by one of the other players. Trey hasn't met this player before and there are 15 other people in the game who can see the conversation.

What do you think Trey should do?

[Click to reveal] It's your choice...should he:

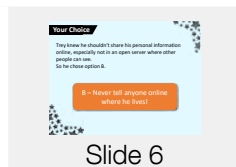
A – Reply and tell the other player where he lives, it's no big deal.

B – Never tell anyone online where he lives.

[You may also wish to offer a 3rd option where young people can give their own response.]

NB – Remind young people that whilst only one person has asked the question, if Trey was to reply on here it could be seen by everyone in the chat. This would be the same in group chats on WhatsApp or on social media.

Open server = Open servers are open access virtual spaces within a game where players can join and either play against or with each other. They also have other features such as the ability to chat to other players. You can also get closed servers which can be protected by a password meaning that only certain people can join.



Trey knew he shouldn't share his personal information online, especially not in an open server where other people can see. So, he chose option B and didn't reply with where he lived. Instead, Trey could send a message explaining that he doesn't share personal information online or change the topic of conversation.



Read through the top tips and advice for what to do if you have shared personal information online.



Later in the day, Trey got a message through from his cousin who lives in America. Trey hasn't seen his cousin in a long time but they talk online all the time and love to game together. In the message, Trey's cousin asks him what his top score is on a new game they have both been playing.

What do you think Trey should do?

[Click to reveal] It's your choice...should he:

A – Reply and share his top score because this isn't personal information.

B – Don't share his top score with anyone online.

[You may also wish to offer a 3rd option where young people can give their own response.]

Appendix S2.1 – Educators’ script for Trey’s Story

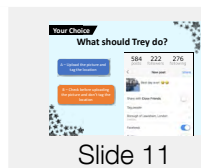
cont.



Trey knew that sharing his top score wasn't part of his personal information and that his cousin was someone he knew in the real world, so he replied with option A.



Read through the top tips and advice for what to do if you have shared personal information online.



After this, Trey went onto Instagram where he has 222 followers. Out of the 222 friends, only 5 of them are people he has met in real life. He decides to post a picture from today and tag its location so everyone can see. He also clicks the option to share it to his Facebook as well where he has even more followers.

What do you think Trey should do?

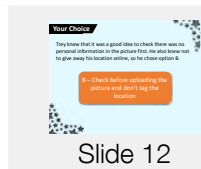
[Click to reveal] It's your choice...should he:

A – Upload the picture and tag his location so everyone can see.

B – Check there is no personal information in the picture before uploading it and don't tag the location.

[You may also wish to offer a 3rd option where young people can give their own response.]

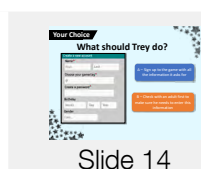
NB – There is the option to share with close friends on Instagram which is a custom list which you can create and edit. When you share to just close friends then only people in this list can see the content.



Trey knew that it was a good idea to check there was no personal information in the picture first. He also knew not to give away his location online, so he chose option B.



Read through the top tips and advice for what to do if you have shared personal information online.



Later on, Trey decided to sign up to another new game his cousin had mentioned. When he did the game asked for a lot of information from Trey in order to sign up.

What do you think Trey should do?

[Click to reveal] It's your choice...should he:

A – Sign up to the game with all the information it asks for.

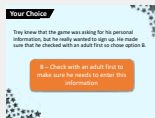
B – Check with an adult first to make sure he needs to enter all this information.

[You may also wish to offer a 3rd option where young people can give their own response.]

NB – Only some of the information is required in order to sign up and this has been marked with a red asterisk. Explain to young people that information which is not marked does not need to be filled out.

Appendix S2.1 – Educators’ script for Trey’s Story

cont.



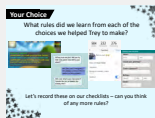
Slide 15

Trey knew that the game was asking for his personal information, but he really wanted to sign up. He made sure that he checked with an adult first and only entered the information he had to, so he chose option B.



Slide 16

Read through the top tips and advice for what to do if you have shared personal information online.



Slide 17

Let's remind ourselves what rules we have learnt today looking at the choices Trey had to make online.

*Ask the young people to remind you of the rules or go through the list below. Use **Appendix 2.2** to add these onto a checklist which can be used in the future. You may also want to get young people to suggest their own additional rules as well.*

- **Rule 1** – Never share your personal information with someone you only know online or in public online places where lots of people might see it
- **Rule 2** – It is OK to chat and make friends with people online who you have never met in real life but never share personal information about yourself.
- **Rule 3** – Never share your current location online with people you have never actually met before. Remember your location is part of your personal information.
- **Rule 4** – Sometimes we need to enter our personal information in order to sign up to things. Check with an adult first and only share what information is needed.

Appendix S2.2 – Safe sharing online checklist



Safe to share online



Not safe to share online



My top tips for safe sharing online



If I share something online and then it makes me feel worried or upset, what can I do?

Appendix S2.3a – ‘Instead of this, try this...’

Blank copy

How to share safely online

Instead of this...

Using your full name as your new gamertag

Tagging your location with a new picture

Giving away your password online (or offline)

Entering your personal information on a sign-up form

Try this...

Appendix S2.3b – ‘Instead of this, try this...’

Mix and match answers

How to share safely online

Instead of this...

Using your full name as your new gamertag

Tagging your location with a new picture

Giving away your password online (or offline)

Entering your personal information on a sign-up form

Match the answers

Try this...

Check with an adult to make sure this is a safe app then only enter the information which has a star next to it.

Explain that you won't share your password and ask for a top tip instead.

Try using a nickname instead!

Upload the picture later and talk to an adult first to check if this is a safe location to share.

Appendix S2.4 – Share/Don't share



Share



**Don't
Share**



Teaching point activities

Sharing other people's personal information online



During this teaching point young people will be exploring the things they share about other people online or what might be shared about themselves by someone else.

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'personal information' and 'sharing online'. There is also an activity about unpicking the difference between public and private in **'Understanding young people's use of technology and the internet'**.

What will the young people learn?

- The difference between their content and other people's content.
- How sharing content online can affect their feelings and those of others.
- The consequences of sharing things about other people online.
- How to ask before sharing something online.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices S3.1 + S3.2

The first part of this activity encourages learners to reflect on their own personal thoughts and feelings about whether they would be happy for something to be shared about them online. It is highly likely that there will be differing opinions amongst them, and this is an important learning outcome for the young people. Everyone responds differently to things being shared about them both online and offline. For one person seeing their photo shared online by someone else might make them feel happy but to another they could feel sad or anxious.

When something is shared about an individual online it can spark a wide range of emotions. The second part of the activity gives the learners the chance to think about what they can do when they experience different emotions online.

How to run this activity:

1. Hand each young person 5 emojis from **Appendix S3.1**. Each emoji displays a different emotion and begin by discussing which emotion they each have. Refer back to the **'Understanding what emojis mean'** activity in the **introductory section of this toolkit**.
2. Explain that you are now going to read out some online scenarios where something has been shared online. See the scenarios listed in point 5.
3. After you have read out each scenario give the young people the opportunity to raise in the air or hold to their face the emoji that would best represent how they would feel if this had been shared about them.
4. If you feel the group would like more of a challenge you could give them a small white board and pen and allow them to draw the emoji that would best describe how they feel in that given scenario.

(Continued on the following page)

5. Read the following scenarios:

- » Your friend has added you to a big group chat. There are people in the group that you don't know. People have started sending messages welcoming you into the group, but you have seen that you can see their phone numbers, profile pictures and names which means they might be able to see yours as well.
- » You have been caught in the background of a livestreaming video whilst at an event in your local town.
- » Someone in your family took a photo with you at a family party and has shared it on social media.
- » A story on social media has been sent around school of you eating a burger and your usernames have been added to the story.
- » You sent a private message to your friend telling them that you were annoyed by someone in your class. Your friend decided to share a screen shot of the conversation with your other friends.
- » Your friend signed you up to a new club they thought you would like and gave away your name, email address and phone number.

6. Discussion points:

Why do you think we held up different emojis?

Because everyone is different and we can all respond differently to the same situation. It's OK to feel differently to someone else and we need to remember that not everyone will find the same things as us funny, enjoyable, worrying etc. When we share something online we need to think not only about how it might make us feel but if it's about someone else how it might make them feel as well.

If you are unsure about whether to share something online about someone else, what should you do?

Pause and ask yourself - have I checked if it's OK to share this?

Would it ever be OK to share something without someone's permission?

Things can happen very quickly online and sometimes it can be hard to check everything before we do it. Remember that sharing things about other people will affect how they feel and we don't want to upset people online, especially without realising. (You can also refer back to the answer to the previous question.)

If something has been shared about you online it can make you feel lots of different emotions, what can we do if we feel a certain way?

Talk to someone, pause and reflect, speak to the person involved.

7. Explain to the learners that you are now going to think about the different emotions you have been discussing in the previous activity. Explain to the young people that emotions are important but some emotions can have a negative effect on us so we need to find ways of dealing with how we feel.
8. Hand each learner a copy of **Appendix S3.2**.
9. Talk the group through each emotion on the chart, they may wish to draw or write in additional emotions in the blank boxes.
10. Set the learners the challenge of thinking of at least one idea for each emotion on how they can cope with their emotions and feel relaxed again.

NB - You might want to think about some specific advice which would support the individual young people you are working with or think about the procedures your own school or group use in order to deal with emotions.





Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices S3.3a, S3.3b and S3.4

The first part of this activity allows young people to put themselves in the middle of a scenario and think through the emotions and consequences of what could potentially happen depending on their actions. As you will discover in some examples the best outcome might be to share something online. However, in others, the best choice would be not to share it.

How to run this activity:

1. Begin by looking at the 'Moment of choice' example on **Appendix S3.3a** as a group and discuss the 2 different choices and the subsequent consequences.
2. Get feedback from the group about whether they agree or not with 'What could happen next' and the feelings of those involved. Ask learners to vote on whether they think something should or shouldn't be shared in this instance based upon everything they have read and discussed.
3. Then using **Appendix S3.3b** allow the learners time to complete the other examples, considering how they and someone else would feel and what advice to give. This could be set as an individual, paired or group work task, or approach each scenario as a whole class.
4. You will find that the final example has been left blank. You might want to allow learners to fill out the boxes based on a real-life example of their own sharing experience. Ask them to reflect on what they shared, the consequences of sharing it and the final outcome. Alternatively, they may wish to think of an example of their own.
5. If it seems appropriate you could ask the young people to share their own example with the group.
6. Explain to the group that when we share things of our own or things of others online it can have both positive and negative consequences. The best way to avoid upsetting someone else is by asking them before you share. Asking for someone's permission is referred to as getting consent for something. There are lots of different ways that we can get consent to do things, e.g. call someone on the phone or ask them in person. You may wish to refer to a time when they or their families have been asked for consent for something to happen at school (e.g. school trip consent forms).
7. Now using **Appendix S3.4**, ask the young people to think of as many different ways of asking for consent online as they can. Allow learners five minutes on a timer to complete the task.
8. As a challenge you could get some learners/groups to think of different ways to give and deny consent online as well.
9. When the learners have completed the activity go around the groups/pairs asking them to feedback one idea at a time. You might wish to write these out on the board for everyone to see and could ask the learners to practise saying these words and sentences out loud or getting them to act out the situations and use different facial expressions.

You share



You don't share





Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendix S3.5

This activity allows the learners to act out real-life examples of when personal information has been shared online about someone else. Learners have the opportunity to replay the scenario and can choose to either change the scenario from the start in order to reach a better ending or they could continue the scenario and share what they think the characters should do next in order to rectify the situation.

Before the activity: Print out and cut up the scenarios from **Appendix S3.5**

You will find 4 different scenarios looking at different aspects of sharing:

- **Scenario 1:** Sharing someone else's image without asking
- **Scenario 2:** Sharing a password without permission
- **Scenario 3:** Sharing someone's personal details without asking
- **Scenario 4:** Sharing someone's number and feelings

How to run this activity:

1. Divide the learners into small groups of 3 or 4 and hand each a scenario from **Appendix S3.5**.
2. Ask the small groups to read through their given scenario and start to prepare for the scene to be acted out. The group can decide whether they want to act it out in character or have one person read it out.
3. If the young people are feeling confident ask each group to act it out in front of their peers.
4. After each group has completed their mini-scene pause and discuss with them the 'Educator led questions' found at the end of each scenario in **Appendix S3.5**.
5. Now ask the small groups to spend some time either changing the scenario from the beginning so it leads to a better outcome or continuing the scenario and acting out what the characters should do to try and rectify the situation.
6. Again, ask the learners to act out their new endings in front of their peers or ask them to explain to the whole group how they have changed the ending and their reasons why.

NB - If you feel that acting out the scenes or working in small groups won't be suitable you may wish to read out the scenario to the whole group. You could then lead a discussion on what has taken place and how they think they should change the scenario in order to get a better outcome.

You may wish to use the **'How many ways?'** activity in **Activity 2** (points 6-9 + **Appendix S3.4**) in order to give the learners some ideas of how the role-play scenarios could be changed to get a better outcome e.g. by stopping and thinking before sharing and asking for consent.



Appendix S3.1 – Emoji cards



Happy



Sad



Confused



Funny



Angry

Appendix S3.2 – If you feel this, try this...

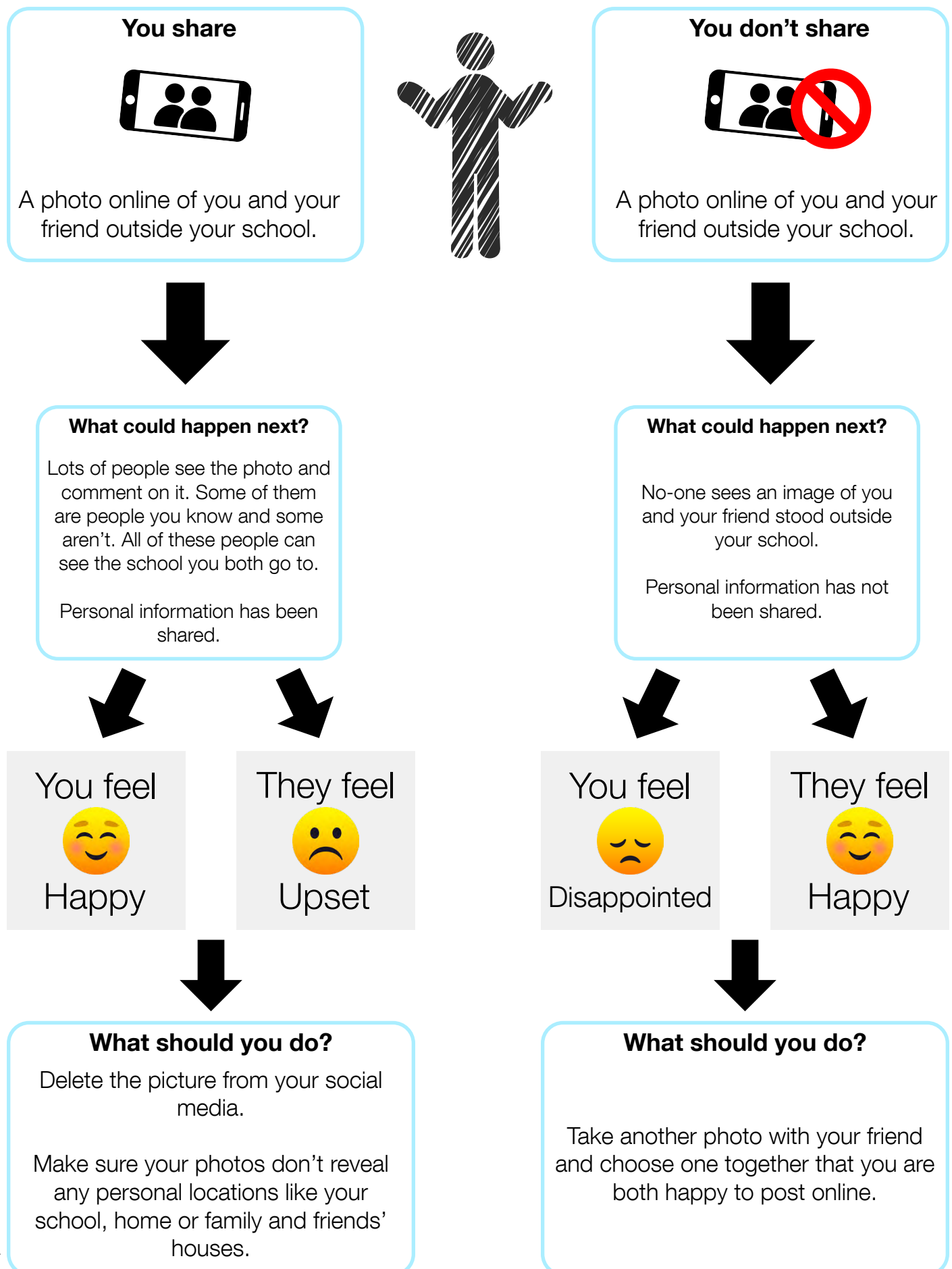
If you feel like this...	Do this...
 <p>Sad</p>	
 <p>Happy</p>	
 <p>Confused</p>	
 <p>Funny</p>	
 <p>Angry</p>	

You could try...

- Asking someone for help like a parent or teacher
- Taking a deep breath and counting to 10
- Sharing this with someone
- Taking some time out and doing something else
- Explaining the problem to someone
- Taking a walk
- Remembering this cheers me up next time I'm sad

Appendix S3.3a – Moment of choice


Completed example



Appendix S3.3b – Moment of choice

Three scenarios to complete + one blank scenario to personalise

You don't share



You don't share the password to your friend's game with some of your friends.




What could happen next?

They feel

You feel

What should you do?

You share



You share the password to your friend's game with some of your friends.


What could happen next?

They feel

You feel

What should you do?

You don't share



You don't add your friend into the group WhatsApp.




What could happen next?

They feel

You feel

What should you do?

You share



You add your friend into a big group WhatsApp with lots of people you know but they don't know.

What could happen next?

They feel


You feel

What should you do?

Appendix S3.3b – Moment of choice

Three scenarios to complete + one blank scenario to personalise

You don't share



You don't give your friend's email address away online.



What could happen next?

They feel

You feel

What should you do?

You share



You add your friend's email address at the bottom of a form where it says 'refer a friend to get 20 extra points'.

What could happen next?

They feel

You feel

What should you do?

You don't share



What could happen next?

They feel

You feel

What should you do?

You share

What could happen next?

They feel

You feel

What should you do?

Appendix S3.4 – How many ways can you ask permission?

How can we ask for permission online?

Appendix S3.5 – Online roleplay scenarios

Cut out and hand out

SCENARIO 1 – Sharing someone else's image without asking



Act out the following:

Jen and Riz are good friends and spend a lot of time together. One day they are out and about taking photos and videos of themselves in town. When they have a look at them later Riz is really embarrassed and deletes the ones on his phone. Jen doesn't want to get rid of the ones she has but reassures Riz that she won't post any of them. Later that evening Jen is sitting looking through the pictures and decides that she wants to update her status with a picture of her and her best friend Riz. Even though he didn't want her to she goes ahead and uploads the photo. Immediately, comments from other people start to arrive. Riz is sitting at home and sees what is going on.



Freeze the role play here!

Educator led questions:

- How does this make Riz feel?
- What could Jen have done differently?
- Now that this has already happened, what can Jen do to make the situation better?
- How could Jen check with Riz if it is OK to share a picture before she does it?



Now, replay the scenario and include what Jen can do to rectify the situation.

SCENARIO 2 – Sharing someone's password without asking



Allocate roles, allow learners to choose names and act out the following:

Benny is part of a private online gaming group which his friend Ash has set up. Benny is part of other gaming groups too and likes to share top tips and skills with other players on YouTube. Benny has met a lot of people through his channel and has built up quite a following. One person Benny met online has become an online friend and they have started to play online games together. After a while Benny wants to invite this person to join Ash's private gaming group along with his other friends TJ and Mo. In order to do this the password and login details need to be shared. Benny doesn't see any harm in doing this and happily shares the details.



Freeze the role play here!

Educator led questions:

- What has Benny shared and should this information have been shared?
- How do you think the other people in the private group might feel about this?
- Is the person Benny meets online a real friend?
- What could Benny have done differently?
- Now that this has already happened, what can Benny do to make the situation better?
- How could Benny check with Ash if it is OK to share the password before he does it?



Now, replay the scenario and include what Benny can do to rectify the situation.

Appendix S3.5 – Online roleplay scenarios

Cut out and hand out

SCENARIO 3 – Sharing someone's personal details without asking



Allocate roles and act out the following:

Before you begin – All characters sit with their back to one another to represent them all in a group chat together. The narrator sits separate to the group.

Narrator: Asher, Matteo, Apinyaa and Davey are all part of the same group chat. Asher, Matteo and Apinyaa all know each other from school but Davey is a friend of Asher's from swimming club. There are about 12 people in the group chat and lots of people add their different friends from clubs. One day they all happen to be on the chat at the same time.

Asher types – Did we get homework set on Friday? Has anyone finished their homework yet?

Matteo types – No, what was it?

Davey types – Haha we've got none!

Apinyaa types – Maths. Needs to be in on Monday.

Matteo types – Thanks! Who's going round to Amy's later?

Davey types – Who's Amy? Where is it?

Asher types – Depends if I get this done

Matteo types – From my school, I think I'm getting there for around 8pm

Davey types – Is everyone invited?

Apinyaa types – I am but I think she's only allowed a few people around

Asher types – I don't have her address

Apinyaa types – It's 73 Sunderland Road. Her number is 07700 900340. If you need to get hold of her



Freeze the role play here!

Educator led questions:

- Is a group chat public or private? It is an example of a public place within a private place.
- What personal information has been shared in the chat?
- What could happen as a result of this information being shared?
- What could they have done differently?
- Now that this has already happened, what can they do to make the situation better?



Now, replay the scenario and include what Apinyaa can do to rectify the situation.

Appendix S3.5 – Online roleplay scenarios

Cut out and hand out

SCENARIO 4 – Sharing someone's number and feelings



Allocate roles and act out the following:

Narrator: Aisha has a huge crush on Adam and one day as she and her friend Lina were sitting in the lunch hall, Adam came and sat on the same table as them. Aisha was too embarrassed to speak to him but Lina thought she would step in and start a conversation. Later that evening Lina sent Adam a friend request, which he accepted. They began chatting privately online.

Lina – Hey Adam. How are you finding school?

Adam – It's OK I guess

Lina – Do you remember my friend from lunchtime today, Aisha?

Adam – What does she look like again?

Narrator: Lina shares a picture of Aisha.

Lina – You should add her on Instagram her username is A_isha.M

Adam – I might do

Lina – You should, she really likes you

Adam – Really?

Lina – Yeh, could you not tell at lunch time?

Adam – Errr no!



Freeze the role play here!

Educator led questions:

- What information has Lina shared here?
- Why do you think she shared this information?
- How do you think Aisha will feel when she finds out?
- What could Lina have done differently?
- Now that this has already happened, what can Lina do to make the situation better?



Now, replay the scenario and include what Lina can do to rectify the situation.



Teaching point activities

Sharing images and videos online



During this teaching point young people will be exploring why we share images and videos online and considering what they need to think about before they share an image or video. They will explore different consequences for sharing images and videos and consider the impact they can have on others.

Before approaching the teaching point activities, it may be beneficial to use the starting point discussion questions to ensure young people are clear on what we mean by 'sharing online'. There is also an activity about unpicking the difference between public and private in **'Understanding young people's use of technology and the internet'**.

What will the young people learn?

- The positive and negative reasons for why we send images online.
- The consequences of sharing different types of images online.
- What to do before sharing an image online.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - 'Would you share it?' PPT - Appendix S4.1

This activity allows young people to make choices about sharing images online through a 'would you share it quiz?' which offers advice for sharing images after each question. It will highlight some of the images that are OK or not OK to share online with each considering the consequences sharing them could have for others. The young people will then transfer all the advice they have learnt into a checklist for sharing images online.

How to run this activity:

1. Display the **PPT quiz** on the board for young people to see.
2. As a group click through and discuss each question, focusing on the following:
 - Why would someone want to share each image online?
 - How might each image make other people feel?
 - Should anything be done before sharing each image?
3. After discussing each question click through to reveal and discuss the advice.
4. Create a checklist together of things to remember when sharing images online. Use the advice gathered throughout the quiz and **Appendix S4.1** to complete this.





Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices S4.1, S4.2 and S4.3

This activity allows young people to put themselves in the middle of image sharing scenarios and think through the consequences of sharing images for other people. They will consider each scenario in a moment of choice and decide whether or not the image should be shared.

How to run this activity:

1. Begin by looking at the 'Moment of choice' example in **Appendix S4.2** as a group and discuss the two different choices and the subsequent consequences.
2. Ask the group to vote on whether the image should or shouldn't be shared and discuss why.
3. Then using **Appendix S4.3**, allow the young people time to complete the other examples, considering how they and someone else would feel and what advice to give. This could be set as an individual, paired or group work task.
4. The final example has been left blank for young people to add their own image sharing scenario, if appropriate. Alternatively, an educator could add another example based on concerns about the young people's image sharing.
5. Create a checklist together of things to remember when sharing images online. Use **Appendix S4.1** from the first activity to complete this.



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices S4.1 + S4.4

This activity allows young people to explore the actions they should take before sharing images and videos online. They will need to consider these actions in scenarios involving sharing images and videos of others, as well as with others.

How to run this activity:

1. Using **Appendix S4.4** get the young people to match each image sharing scenario to the action which should have been taken before it happened.
2. Discuss each scenario, focusing on how someone would feel if the actions didn't happen, e.g. how would someone feel if you shared a picture of them online without asking first?
3. Follow on by allowing time for the young people to role play each of the scenarios and practise the actions they should take before sharing images and videos online.
4. Transfer the actions to create a checklist of things to remember when sharing images online. Use **Appendix S4.1** from the first activity to complete this.



Appendix S4.1 – Checklist for sharing images online



Safe to share online



Not safe to share online



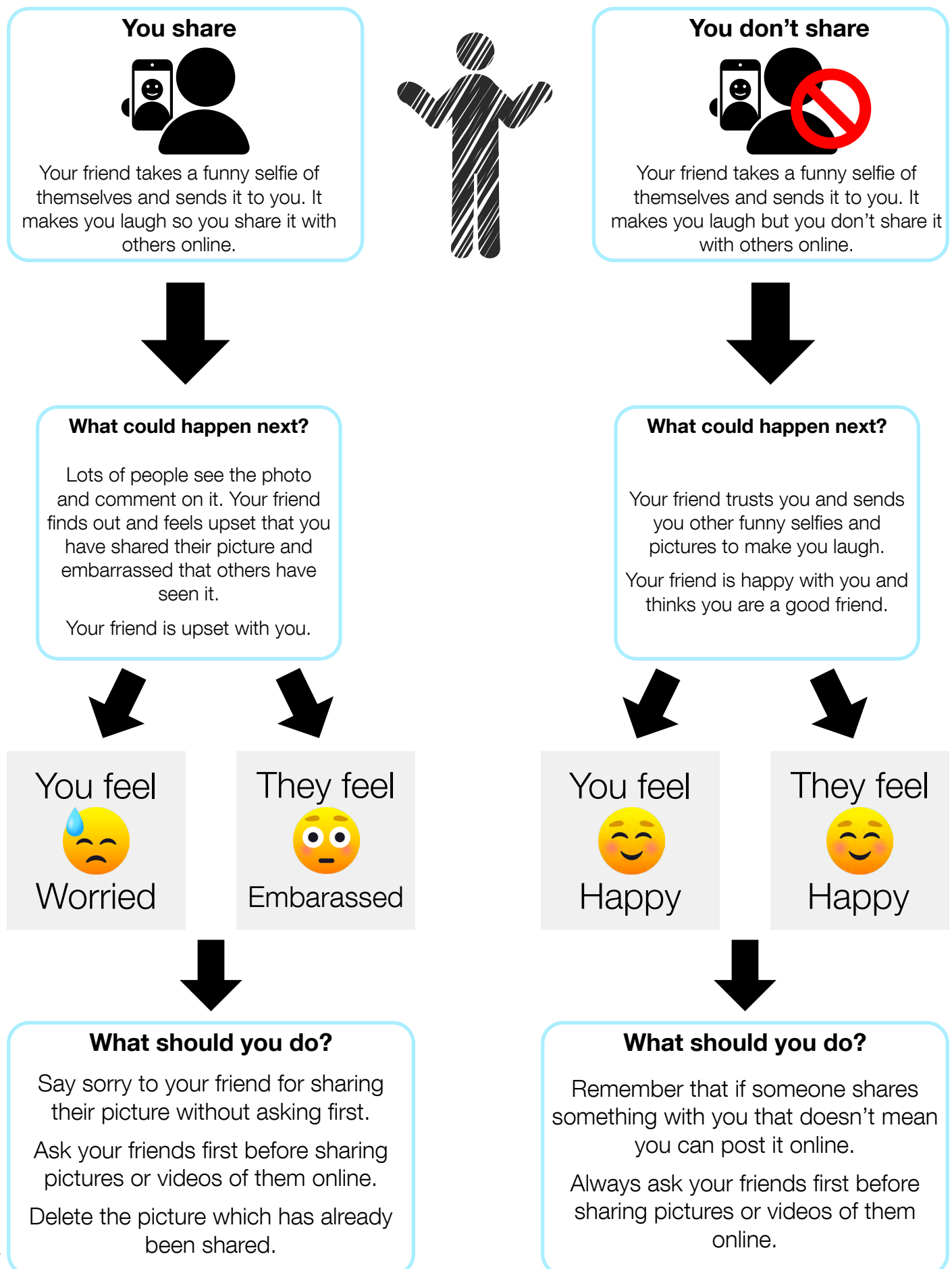
What I need to do before sharing images and videos online:



If I share something online which I think I shouldn't have, what can I do?

Appendix S4.2 – Moment of choice


Completed example



Appendix S4.3 – Moment of choice

Three scenarios to complete + one blank scenario to personalise

You don't share



You don't share a scary video with your friend online.



What could happen next?



They feel



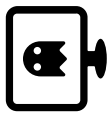
You feel



What should you do?



You share



You share a scary video with your friend online because it's Halloween and you want to scare them.



What could happen next?



They feel



You feel



What should you do?



You don't share



You take a picture of you and your friend, but they don't like it so you don't share it online.



What could happen next?



They feel



You feel



What should you do?

You share



You take a picture of you and your friend, but they don't like it. You do like it so you share it online.



What could happen next?



They feel




You feel



What should you do?

alise

Why not try one of *your own*?



Appendix S4.4 – Images and videos mix and match

Match each image and video sharing scenario with the action you should do first.

How to share images and videos safely online

You share:

Match the answers

But first you should:

You share pictures and videos you have taken with your friends on social media.

Check with your friends first if it is OK to share a new picture or video with them online and tell them what it is.

You send your friends pictures and videos you find online which you think they will like.

Check with your friends if it is OK to share the pictures and videos that they have sent to just you.

You send your friends pictures and videos online of other people you know.

Ask your friends first if it's OK to share pictures online which you have taken together.

You share pictures and videos online of your friends which they have sent to you.

Check with your friends if it is OK to share the pictures and videos they have posted online with others.



Teaching point activities

Pressure from others to share sexual images online



During this teaching point young people will think about what they can do if they are put under pressure to share a sexual image online. They will consider the different ways they can respond, including how to reply to a message and how to tell a trusted adult.

Before approaching the teaching point activities, it may be beneficial to use the starting point, **'Sharing nudes'**, to understand what is meant by sharing nudes online and where the law stands. The starting point, **'Communicating no'**, also offers discussion-based questions and activities to ensure young people are clear on what we mean by 'no' and how we can say 'no'.

What will the young people learn?

- How to recognise when someone is putting pressure on them to send a sexual image.
- How to respond if someone asks them for a sexual image online.
- How they can tell a trusted adult what has happened.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people, using different learning styles so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources -
'Pressure from others to share sexual images online – your choice' PPT

This activity helps young people to understand and recognise the risks and consequences of sharing sexual images online. It focuses on pressure from others to share sexual images online. The PPT story follows an online relationship between Mia and Jack.

How to run this activity:

1. Display the PPT, **'Pressure from others to share sexual images online – your choice'**, on the screen for the young people to see.
2. Read through the story together as a group and use the educator's guidance underneath certain slides to draw out key learning.
3. Once you reach slide 15, ask the young people to vote on whether they think Mia should send the image or not.
4. Click on the button which matches their answer and it will take you to the corresponding ending to the story. You can click back and choose the alternative answer to reveal that ending as well if you wish to.
5. Finish by pressing the advice button which appears on both endings and go through the points together. Discuss who, within your setting, the young people could go to for advice and support if they were asked to share sexual images online.





Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.

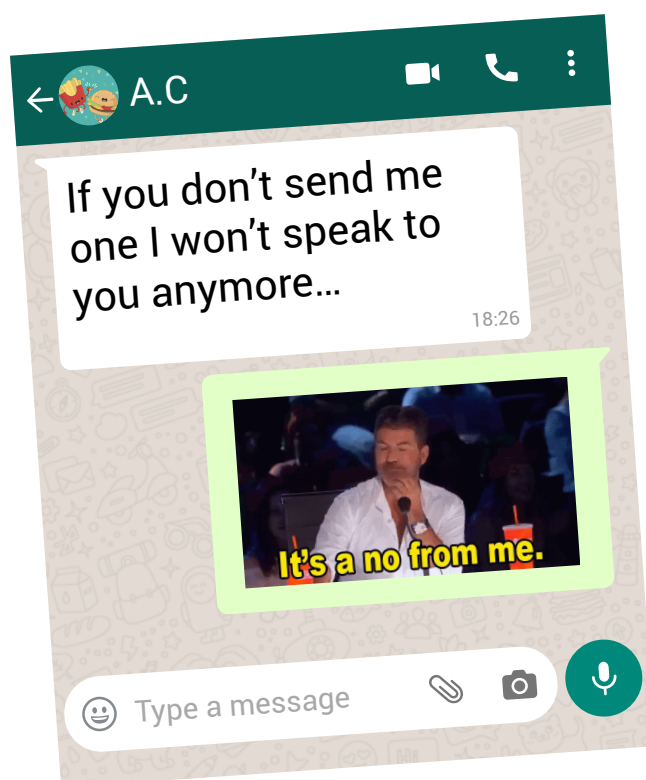


Resources - Appendices S5.1 + S5.2

Finding the words to say, or the right way to respond, when someone puts you under pressure can be difficult. This activity allows young people to practically respond to various messages asking for a sexual image. It also gives them the opportunity to think about the trusted adults they can talk to and how they can explain what has happened.

How to run this activity:

1. Print out copies of **Appendix S5.1**.
2. Hand out the first message to each young person or alternatively you could write this on the board or on flip-chart paper for the group to see. Look at the first example together.
3. Ask the young people if they would send the image, why/why not? Remind them of the consequences of sending these images.
4. Explain to the group that they need to imagine they have been sent this message and they need to reply to it. Around the side of the sheet they will see various suggestions of ways they could reply. Look at these together and discuss what they mean.
5. Some suggestions are:
 - You could be direct and say **NO!** E.g. "No I don't want to send you a picture like that."
 - You could say **NO** and act bored. E.g. "So boring, yawnn."
 - You could say **NO** and change the subject. E.g. "I don't want to send that. What music have you been listening to?"
 - You could say **NO** and deflect the question. E.g. "I wouldn't ask you to do this, so don't ask me."
 - You could send them an emoji back which means **NO**.
 - You could send them a meme which means **NO** (example from ZIPIT App).
 - You could send them a GIF which means **NO**.
6. After you have completed this one together, ask the young people to respond to the remaining messages on the sheet in different ways. They can do this individually or in in groups.
7. When they have done this, go around the room asking the young people to share their responses.
8. Finally, hand out **Appendix S5.2** and explain that after they have replied to the messages it is important that they tell a trusted adult what has happened. Use the sheet to discuss who this might be and what they could say to them.





Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendices S5.2 + S5.3

Finding the words to say, or the right way to respond, when someone puts you under pressure can be difficult. This activity allows young people to vocally respond to various messages asking them for a sexual image. It gives them the opportunity to hear ideas from their peers and think about the trusted adults they can turn to if they were put in this position and needed support.

How to run this activity:

1. Prepare the activity by printing and cutting out the messages in **Appendix S5.3**.
2. Look at one message together and ask the young people if they would send the image, why/why not? Remind them of the consequences of sending images of this nature.
3. Allow them time to chat to the person next to them about how they would respond to the message and get feedback from the group.
4. Split the group of young people in half, one half will be A and the other B.
5. Ask group A to stand in a circle facing outwards and hand each of them one of the remaining messages from **Appendix S5.3**. Keep back some of the messages as the groups will swap over.
6. Ask group B to stand in a circle around group A so each young person is facing one another.
7. Ask all the young people in group A to read out their message on the piece of paper to their partner (this can be done at the same time).
8. Group B must now respond to the message by speaking out loud their response.
9. Ask group B to then move along and repeat the exercise with a new a partner who will have a different message for them. Encourage group B to change their response each time.
10. After this exercise has been repeated a few times, ask group A and B to swap positions.
11. Ask the young people if any of them would like to share one of the ways they responded or a response they heard from somebody else which they found helpful.
12. Remind the young people that as well as saying no to someone, they can also speak to a trusted adult about what has happened. Look at **Appendix S5.2** to extend the activity and ask the young people to think about how they would tell an adult what has happened.



Extension Activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendix S5.4

This activity looks at four circumstances in which a young person has received a sexual image:

- » They have been sent a sexual image and feel pressured to send one back because the other person sent one first.
- » They have received an unwanted sexual image and don't know what to do.
- » They have received a sexual image and want to send one back.
- » They have received a sexual image after asking for one and have sent it on to a friend.

The activity allows young people to offer some advice on what these characters should do in their given situations.

How to run this activity:

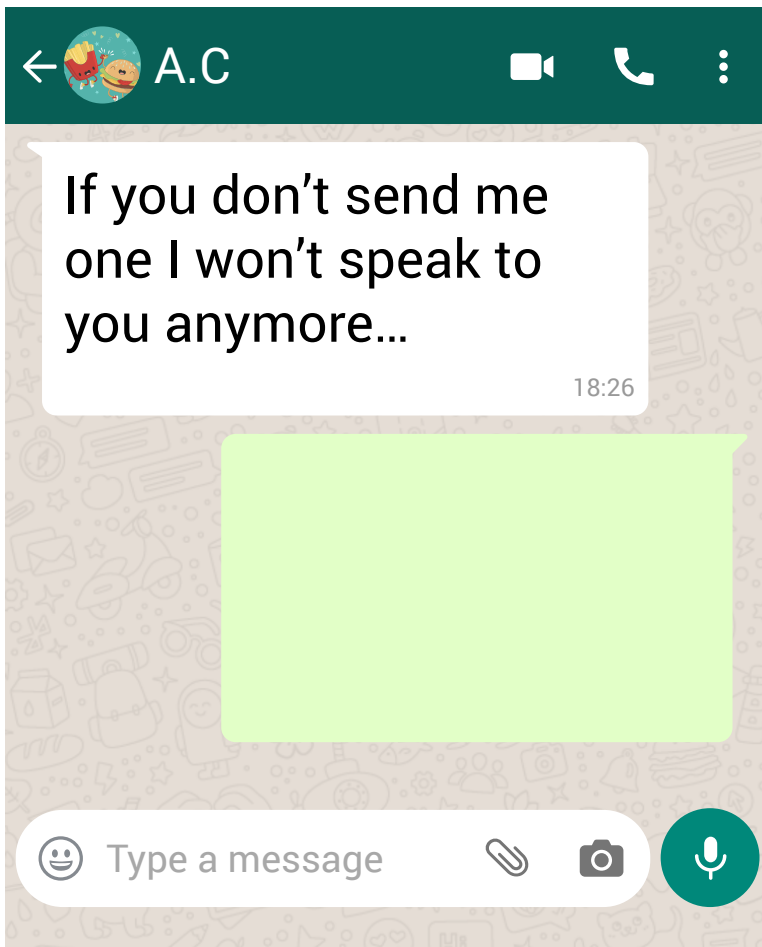
1. Print and cut out the scenarios in **Appendix S5.4**.
2. Put the young people into pairs or groups and hand them one of the scenarios. Ask them to read it together and discuss what is the best thing for this person to do and why.
3. Get feedback from the group reminding them of the importance of telling a trusted adult.

Alternatively you could run this as a Role Play Activity:

1. Print and cut out the scenarios in **Appendix S5.4**.
2. Put the young people into pairs and hand out a scenario.
3. Ask them to discuss together what advice they would give this person.
4. Ask one person to be A and the other person B.
5. A will read out the scenario or re-phrase it and B will give advice to them as a friend.
6. Encourage each group to perform these mini-sketches in front of the whole room.

Appendix S5.1 – What should I say?

If you got this message, how would you respond?



You could be direct and say **NO!**

E.g. *"No I don't want to send you a picture like that."*

You could say **NO** and act bored.

E.g. *"So boring, yawn."*

You could say **NO** and put the question back to them.

E.g. *"I wouldn't ask you to do this so don't ask me."*

You could send them back a meme which means **NO**.

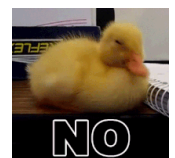


(example from ZIPIT App)

You could say **NO** and change the subject.

E.g. *"I don't want to send that. What music have you been listening to?"*

You could send them a Gif which means **NO**.

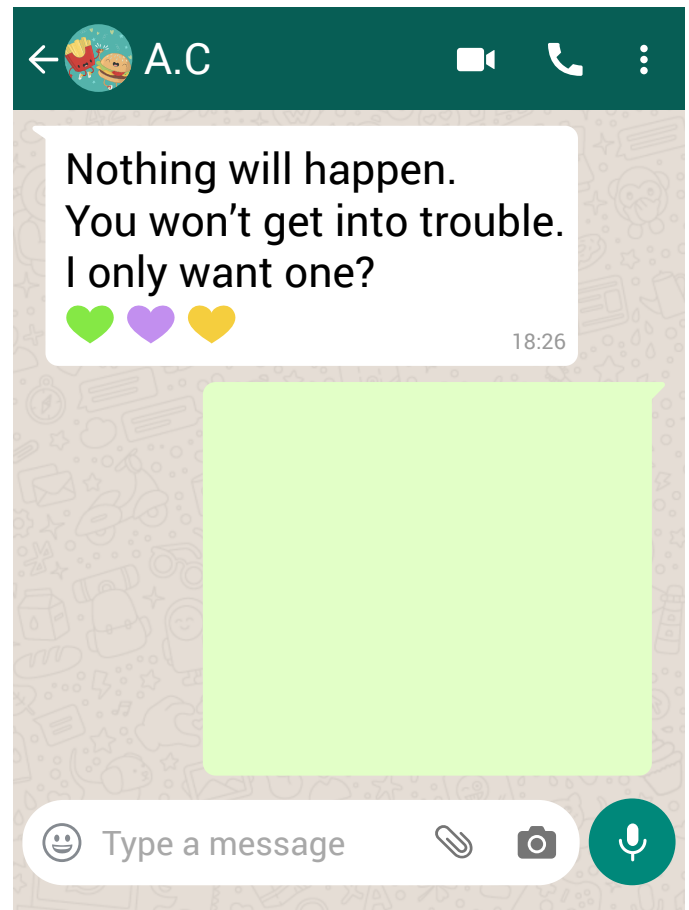
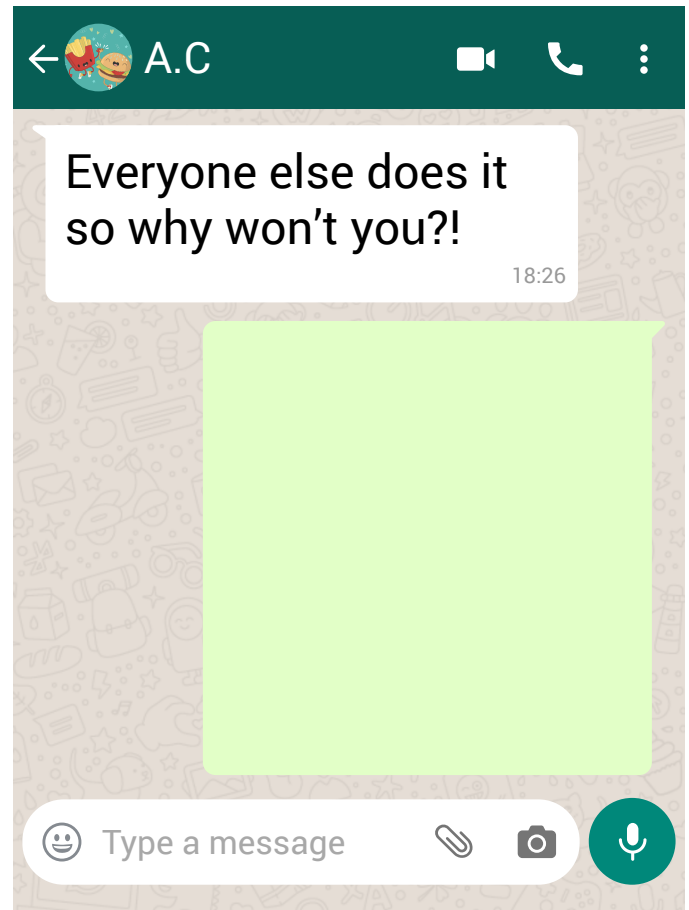
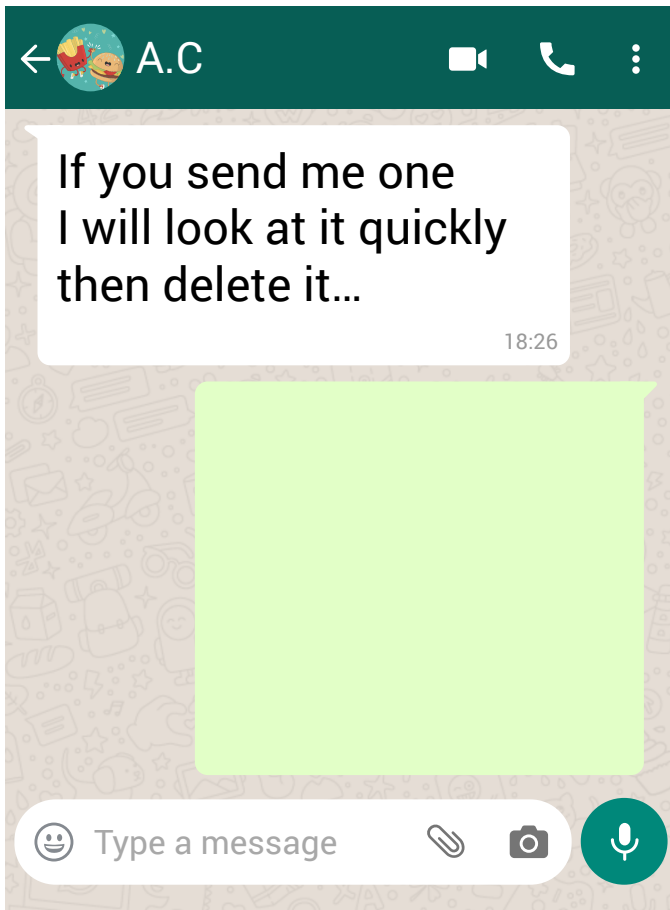


You could choose to not reply.

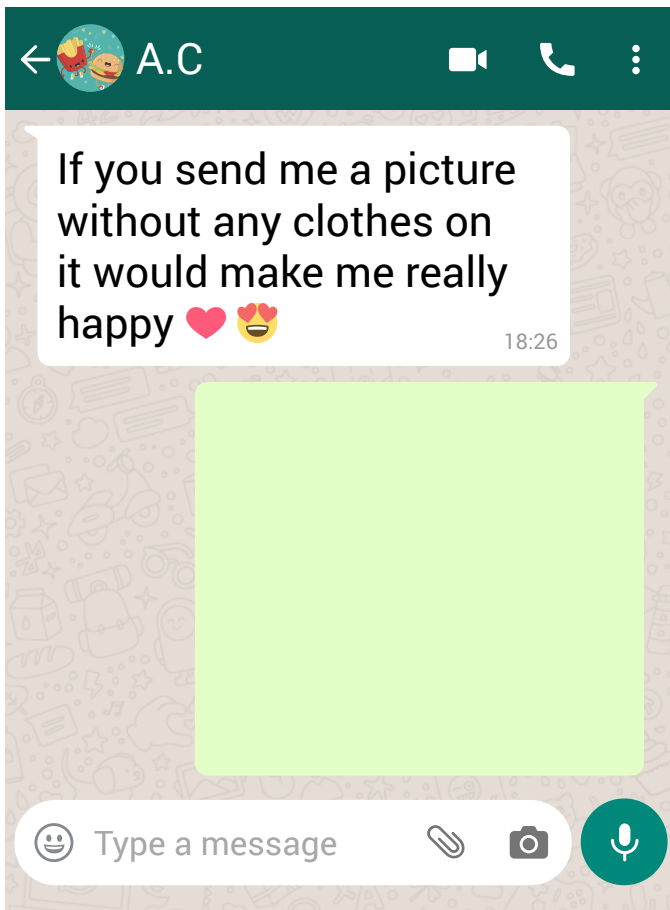
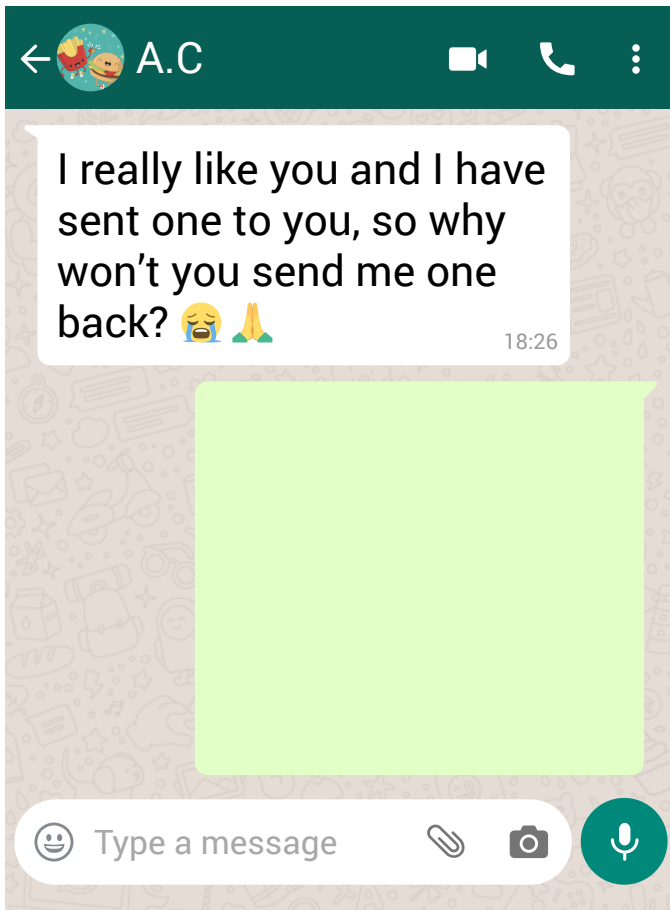
You could send them an emoji which means **NO**.



Appendix S5.1 – What should I say? (Continued)

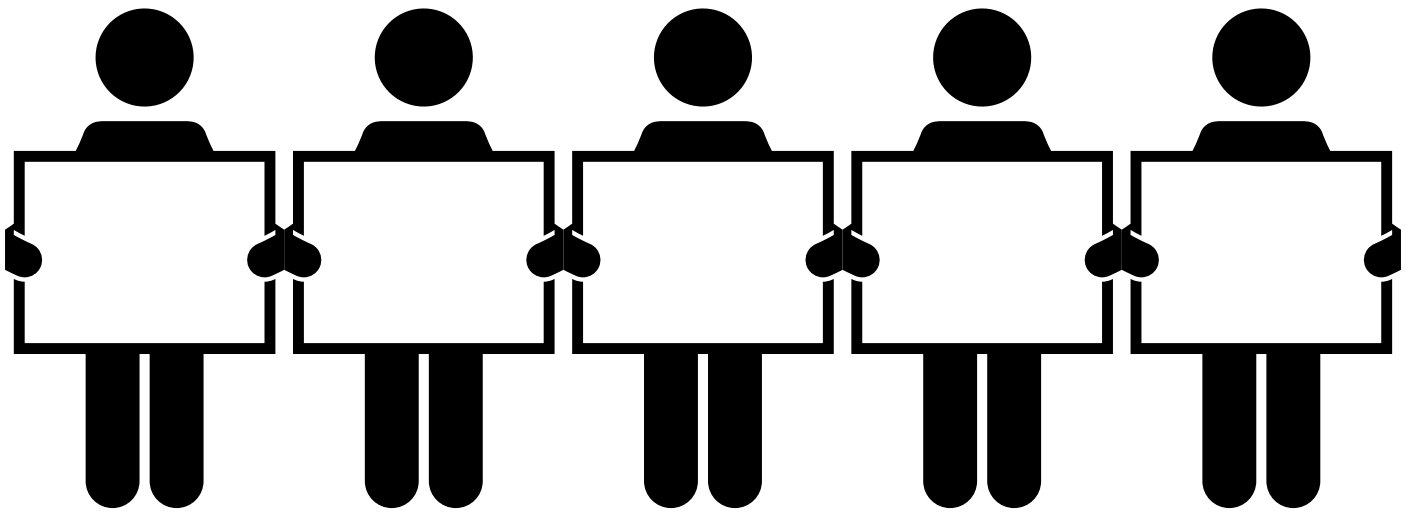


Appendix S5.1 – What should I say? (Continued)



Appendix S5.2 – Who should I tell?

Write in the boxes below who you could speak to if you were worried about anything online.

A large, empty speech bubble shape with a black outline, intended for writing a message.

Write in the message boxes what you could say to explain what has happened, and how you can ask for some help.

For example...

Something has happened online and I need your help...

Something has upset/worried me...

Let me show you what someone sent to me online...

Appendix S5.3 – Responding to pressure

Messages for group A

I've already sent one to you so it's only fair you send one back to me.

Do you know what would make me happy? Seeing you with no clothes on...

Loads of people do it so why won't you?

If you send one I will only have a quick look then delete.

Trust me with this. You know I won't show anyone else.

Are you going to share that nude or what?!

Just one pic? You know I like you.

We've been together for ages now, I love you. Why can't you trust me with this?

If you don't send one I will tell everyone the truth about you.

You look great! Can I see what's underneath those clothes?

Send me a nude 🤗

This is the last time I ask you before I get annoyed...are you going to send one or not?

Appendix S5.3 – Responding to pressure (Continued)

Responses for group B

How will you respond?

- You could be direct and say **NO!**
E.g. "No I don't want to send you a picture like that."
- You could say **NO** and act bored.
E.g. "So boring, yawn."
- You could say **NO** and change the subject
E.g. "I don't want to send that. What music have you been listening to?"
- You could say **NO** and put the question back to them.
E.g. "I wouldn't ask you to do this, so don't ask me."
- You could choose to not reply.

How will you respond?

- You could be direct and say **NO!**
E.g. "No I don't want to send you a picture like that."
- You could say **NO** and act bored.
E.g. "So boring, yawn."
- You could say **NO** and change the subject
E.g. "I don't want to send that. What music have you been listening to?"
- You could say **NO** and put the question back to them.
E.g. "I wouldn't ask you to do this, so don't ask me."
- You could choose to not reply.

How will you respond?

- You could be direct and say **NO!**
E.g. "No I don't want to send you a picture like that."
- You could say **NO** and act bored.
E.g. "So boring, yawn."
- You could say **NO** and change the subject
E.g. "I don't want to send that. What music have you been listening to?"
- You could say **NO** and put the question back to them.
E.g. "I wouldn't ask you to do this, so don't ask me."
- You could choose to not reply.

How will you respond?

- You could be direct and say **NO!**
E.g. "No I don't want to send you a picture like that."
- You could say **NO** and act bored.
E.g. "So boring, yawn."
- You could say **NO** and change the subject
E.g. "I don't want to send that. What music have you been listening to?"
- You could say **NO** and put the question back to them.
E.g. "I wouldn't ask you to do this, so don't ask me."
- You could choose to not reply.

How will you respond?

- You could be direct and say **NO!**
E.g. "No I don't want to send you a picture like that."
- You could say **NO** and act bored.
E.g. "So boring, yawn."
- You could say **NO** and change the subject
E.g. "I don't want to send that. What music have you been listening to?"
- You could say **NO** and put the question back to them.
E.g. "I wouldn't ask you to do this, so don't ask me."
- You could choose to not reply.

How will you respond?

- You could be direct and say **NO!**
E.g. "No I don't want to send you a picture like that."
- You could say **NO** and act bored.
E.g. "So boring, yawn."
- You could say **NO** and change the subject
E.g. "I don't want to send that. What music have you been listening to?"
- You could say **NO** and put the question back to them.
E.g. "I wouldn't ask you to do this, so don't ask me."
- You could choose to not reply.

Appendix S5.4 – What should I do next?

Extension Activity

Option 1: Discussion in pairs

Your online friend sends you a picture of themselves without any clothes on. They want you to do the same. You really like the person and are worried they won't speak to you anymore if you don't send one.

Your friend from school sends you a sexual picture of their girlfriend/boyfriend. You didn't ask for them to send you the picture.
The picture upsets you and you don't like it.

You receive a sexual image from someone and it makes you feel excited.
You are thinking about sending one back.

You asked someone for a sexual image and they have sent you one. You sent the image to a friend and think your friend might have shown it someone too. You start to think that you shouldn't have done it. But aren't sure what to do next.

Option 2: Role play in pairs

My friend online sent me a picture and they were naked in it. They've asked me to send one of me back to them, without anything on, but I don't want to. If I don't send it, do you think they will stop talking to me because I don't want that to happen? What should I do?

My mate from school sent me a picture of his girlfriend, she wasn't wearing a top or bra. I didn't even ask him to send it but I opened the message and there it was. I don't want to get my friend in trouble but I don't want to see pictures like that.
What should I do?

I got a nude picture sent to me from someone I've liked for ages and I liked it. I'm thinking about sending one back to them, what do you think?

I asked someone to send me a nude picture and they did. I sent it onto my friend and I think they have shown it someone too. When I think about it I don't think I should have done that. What should I do?



Teaching point activities

Putting pressure on others to share sexual images online



During this teaching point young people will reflect on the consequences of asking, or putting pressure on others, to share sexual images online. They will consider the impact it could have on themselves and the feelings of others.

Before approaching the teaching point activities, it may be beneficial to use the starting point, **'Sharing nudes'**, to understand what is meant by sharing nudes online and where the law stands. The starting point, **'Communicating no'**, also offers discussion-based questions and activities to ensure young people are clear on what we mean by 'no' and how we can say 'no'. There is also an activity around **'receiving no'** which complements this teaching point.

What will the young people learn?

- It is wrong to put pressure on other people to send a sexual image.
- The consequences of putting pressure on others to send a sexual image.
- What to do if they have put pressure on other people to send a sexual image.

Below you will find 3 ways of approaching this teaching point with young people who have special educational needs. Each activity has been designed to explore the teaching point learning objectives with young people using different learning styles, so that educators can select the most appropriate activity per student. Alternatively, an educator could choose to run all 3 activities as a small unit of work, providing repetition to the learning in order to reach concrete understanding.



Activity 1 *This would suit learners who prefer a more discussion-based activity*



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources -
'Putting pressure on others to share sexual images online – your choice' PPT

This activity helps young people to explore sharing sexual images from the perspective of the person who has asked for one. It looks at different reasons why someone might ask for a sexual image and reflects on how they might be experiencing pressure.

How to run this activity:

1. Display the PPT, **'Putting pressure on others to share sexual images online – your choice'** on the screen for the young people to see.
2. Read through the story together as a group and use the educator's guidance underneath certain slides to draw out key learning.
3. Once you reach slide 11, ask the young people what pictures are OK to ask someone to share online and which are not. Allow time for them to answer and discuss before clicking to reveal the answers on the next slide.
4. Finish by going through the advice on the final slide together as a group.





Activity 2

This would suit learners who prefer a more written-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendix S6.1a + S6.1b

This activity looks at the consequences of putting pressure on someone to send you a sexual image, including how it can make other people feel. It places the young person within a scenario where they have asked for a sexual image, they have been told 'No', but they now have to decide what to do next.

How to run this activity:

1. Hand each young person a copy of **Appendix S6.1a**.
2. Go through the first example together. Explain that they have asked someone to send them a sexual image and they have had a reply saying 'No'. They now have to think about what would happen next, depending on the different responses.
3. After you have read through the example together, give the young people time to complete the remaining scenarios in **Appendix S6.1b**. They need to think ahead to what the consequences could be for each response. They can do this individually, in pairs or in groups.
4. In one of the scenarios you will see a question mark; this is to allow the young people to write down their own response in the box.
5. After the activity has been completed, go around the room finding out what consequences were written down for each scenario.
6. Remind the young people of the following 'Dos' and 'Don'ts' if they ever find themselves in a similar situation.

Do

Respect their decision
 Tell a trusted adult what has happened
 Say sorry

Don't

Ask for another image
 Don't send an image of yourself to them
 Don't send them a mean message back



Activity 3

This would suit learners who prefer a more active and practical-based activity



As a rough guide this activity will take **30 minutes** or could be extended to suit the needs of an individual or group.



Resources - Appendix S6.2a + S6.2b

This activity allows young people to reflect on the consequences of putting pressure on others to send an image. The young people will think about how the individual being pressured for an image might feel, whether a certain response is OK or not OK and the possible consequences of their actions with the school, police, their own family/parents or carers and how it might affect themselves.

How to run this activity:

1. Print out and cut up the symbol cards in **Appendix S6.2b**. Print enough to give every young person or every group a full set.
2. Begin by talking through the different symbols provided. When you reach the cards labelled **School, Home, Police** and **You**, discuss with the young people the consequences they may face with these different people if they were to engage in taking, sending or asking for nude or nearly nude images.
3. Explain to the young people that they have to imagine they have asked someone for a sexual image and they have got a response saying 'No'. They now have to think about the consequences of what could happen next, depending on how they choose to respond.
 4. Read out the first scenario found in **Appendix S6.2a**. Ask them to choose an emoji card which might describe how the person feels about the message back. They may choose more than one emoji.
 5. Ask them to use the 'OK' 'Not OK' cards to vote on the response. Ask them why.
 6. Finally ask them to hold up the symbols which represent the consequences of putting pressure on others. Ask them to explain their answer.
 7. Repeat the activity with the remaining responses.

Appendix S6.1a – Exploring the consequences

Completed example

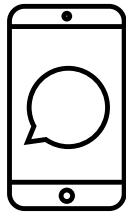
You ask for a sexual image.



You get a response saying, “No.” They do not want to send you one.



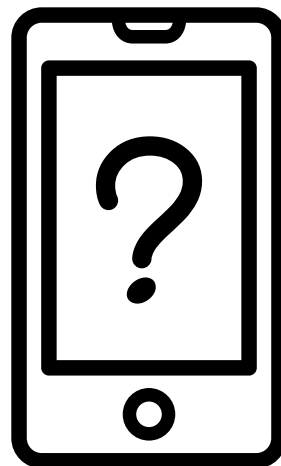
What do you do next?



You ask them again to send you a nude image.



You get some advice from an adult you trust. You know you shouldn't have asked for one.



What could happen next?

- The person you asked is very upset, worried and stressed.
- They tell you that they are going to tell their teachers and parents about the messages you sent.

What could happen next?

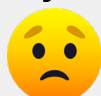
- You are reminded that putting pressure on others for nude/nearly nude/underwear pictures is not okay.
- You think about how the other person feels.
- You say sorry to the person you asked and don't ask them again.

You feel



Worried

They feel



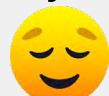
Worried

You feel




Relieved

They feel




Relieved

Appendix S6.1b – Exploring the consequences



You get a response saying, "No." They do not want to send you one.



You ask for a sexual image.

What do you do next?




You don't send anything back to them at all.

What could happen next?



They feel

You feel



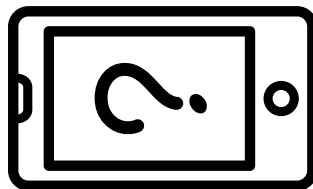
You send them a nude image of you instead.


What could happen next?




They feel

You feel






You get a response saying, "No." They do not want to send you one.



You ask for a sexual image.

What do you do next?




You say sorry and don't ask them again.

What could happen next?



They feel

You feel



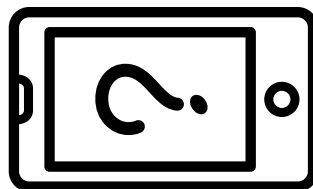
You say mean things to them because they won't send you one.

What could happen next?



They feel

You feel



Appendix S6.1b – Exploring the consequences

You get a response saying, "No." They do not want to send you one.

You ask for a sexual image.

What do you do next?

You go and speak to someone in school about it.

What could happen next?

They feel

You feel

You ask again and again and they finally send you a nude/ nearly nude image.

What could happen next?

They feel

You feel

You get a response saying, "No." They do not want to send you one.

You ask for a sexual image.

What do you do next?

You say that you won't be their friend anymore if they don't send you one.

What could happen next?

They feel

You feel

You say that you won't be their friend anymore if they don't send you one.

What could happen next?

They feel

You feel

Appendix S6.2a – Reflecting on the consequences

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

You ask the person a second time to send you a sexual image.

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that...

You don't ask them again.

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

Say mean things to them because they won't send it.

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

Send a nude image yourself to them instead.

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

Say sorry and don't ask them again.

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

Ask someone for some advice because you aren't sure what to do.
















You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

Say you won't be their friend anymore if they don't send it.

You ask someone to send you a sexual image. They respond and say no, they don't want to send you an image like that. You reply and...

Keep on asking for a nude image. The person finally sends you one and you send one back.

Appendix S6.2b – Reflecting on the consequences

			
Happy	Sad	Confused	Funny
			
Angry	Shocked	Worried	Thinking
			
It's OK	It's not OK	School	Police
			
Family	Friendships	You	