Risky Pics
Teacher Follow-up Activities

The Risky Pics follow-up activities provide pupils with opportunities to achieve Key Stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales

The activities should be delivered as part of the school's PSE and sex and relationship education (SRE) programme. It should be consistent with the school's sex education policy and the agreed values framework for SRE. Teachers need to consider if the lesson is appropriate for the needs of your learners in terms of language, images, maturity and understanding required. Furthermore, ground rules need to be established and pupils reminded about personal disclosure and confidentiality. For further information and advice follow the link to the 'teaching about sensitive issues'
On http://wales.gov.uk/psesub/home/holisticpse/delivery/teachingsensitiveissues/?lang=

Risky Pics Activities	Links with the National Literacy & Numeracy Framework 2013	Links with the PSE Framework for 7 to 19 year-olds in Wales	
		Skills	**Range**
1. Character Mind Mapping	L(O)sp L(O)l	• Use some prior knowledge to explain the links between cause and effect	• Develop positive attitudes towards themselves and others
2. What is Sexting?	L(O)sp L(O)l	• Use some prior knowledge to explain the links between cause and effect	• Develop respect for themselves and others
3. Lowri's Story	L(O)sp L(O)l L(O)c&d	• Consider other's views to inform opinions and make informed decisions and choices effectively. • Communicate confidently personal feelings and views through a range of appropriate methods • Empathise with others' experiences, feelings and actions	• The key aspects of the criminal justice system and how they relate to young people • The features of safe and potentially abusive relationships
4. In My Shoes	L(O)sp L(O)l L(O)c&d L(W)mpr L(W)la	• Empathise with others' experiences, feelings and actions. • Communicate confidently personal feelings and views through a range of appropriate methods	• Develop positive attitudes towards themselves and others • What they believe to be right and wrong actions and the moral dilemmas involved in life situations

5. Hot Seating Activity	L(O)sp L(O)l L(O)c&d	• Consider other's views to inform opinions and make informed decisions and choices effectively. • Empathise with others' experiences, feelings and actions.	• What they believe to be right and wrong actions and the moral dilemmas involved in life situations • The features of safe and potentially abusive relationships
6. The Outcomes	L(O)sp L(O)l L(O)c&d	• Use some prior knowledge to explain the links between cause and effect	• The key aspects of the criminal justice system and how they relate to young people • What they believe to be right and wrong actions and the moral dilemmas involved in life situations
7. Working Out Sexting	L(O)sp L(O)l L(O)c&d N(DNR)ipc N(UDS)ir	• Use some prior knowledge to explain the links between cause and effect • Be assertive and resist unwanted peer pressure • Begin to negotiate behaviour in personal relationships	• The key aspects of the criminal justice system and how they relate to young people
8. Short Stories	L(O)sp L(O)l L(O)c&d L(R)c	• Consider other's views to inform opinions and make informed decisions and choices effectively. • Empathise with others' experiences, feelings and actions.	• The features of safe and potentially abusive relationships • What they believe to be right and wrong actions and the moral dilemmas involved in life situations
9. Legal or Illegal?	L(O)sp L(O)l	• Use some prior knowledge to explain the links between cause and effect	• The key aspects of the criminal justice system and how they relate to young people • The features of safe and potentially abusive relationships
10. Sexting Values Continuum	L(O)sp L(O)l	• Consider other's views to inform opinions and make informed decisions and choices effectively. • express opinions clearly and justify a personal standpoint	• The features of safe and potentially abusive relationships • What they believe to be right and wrong actions and the moral dilemmas involved in life situations •

11. Human Bingo	L(O)sp L(O)l L(O)c&d	• Work both independently and cooperatively	•
12. I Wouldn't Mind... Opinion Finder	L(O)sp L(O)l L(O)c&d	• Consider other's views to inform opinions and make informed decisions and choices effectively.	• What they believe to be right and wrong actions and the moral dilemmas involved in life situations • The features of safe and potentially abusive relationships
13. To post or not to post sorting activity	L(O)sp L(O)l L(O)c&d	• Develop respect for themselves and others • Express opinions clearly and justify a personal standpoint	• Understand their beliefs in the context of those in society.
14. Scenarios 1, 2, & 3	L(O)sp L(O)l L(O)c&d L(W)mpr	• Consider other's views to inform opinions and make informed decisions and choices effectively. • Express opinions clearly and justify a personal standpoint	• What they believe to be right and wrong actions and the moral dilemmas involved in life situations • The features of safe and potentially abusive relationships
15. Future Choices		• Consider other's views to inform opinions and make informed decisions and choices effectively. • Communicate confidently personal feelings and views through a range of appropriate methods • Express opinions clearly and justify a personal standpoint	• The key aspects of the criminal justice system and how they relate to young people

1. **Character Mind Mapping**
   This activity is designed to follow the School Community Police Officer's lesson, Risky Pics.

Play the DVD clip (Resource 1a) to the class. Ask the class to recall the main points of the story portrayed in Risky Pics. Divide the class into small groups. Distribute a character mind map (Resource 1b) to each group. Ask the pupils to complete the character mind map by filling in the social, emotional and legal after effects of sexting. Ask each group to feedback their answers to the whole class.

Teachers can refer to the teacher note below which summarises the Law or ask their School Community Police Officer (SCPO) for advice.

Teacher note:

As soon as a young person uploads or sends a photo or video they lose control of it and can never get it back, because the Internet is a public domain. When sexually explicit messages or sexually generated indecent images (SGII) are sent between people using digital technology it is called sexting.

Research by the Internet Watch Foundation (IWF 2012) shows that 88% of online images of young people are taken from their original location and uploaded onto other websites.

The Law
A child is a person under the age of 18.

It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute or to advertise indecent photographs or pseudo-photographs of any person below the age of 18.

If convicted, the offender can be imprisoned for up to 10 years, and the offender's name added to the sex offender's register.

2. What is Sexting?

The following activities enable pupils to follow a story about a group of friends as who are involved in sexting. They will be able to identify the mistakes and offences in law that have occurred. Through discussion they will consider some of the reasons behind the actions taken by the young people.
Review what sexting is by asking pupils, 'What can go wrong when young people take and send photos or videos to others?'

3. Lowri's Story

Divide the class into small groups. Display the 'Lowri's Story' PowerPoint (Resource 3a), and follow the script (Resource 3b) to explain 'Lowri's story', a victim of sexting.

Next, distribute a question sheet to each group (resource 3c) and ask the pupils to discuss and answer the questions. Ask each group to feedback their responses to the whole class.

Distribute the photo card (Resource 3d) and one set of offences cards per group (Resource 3e). Ask the pupils to consider each character's actions and sort the offences cards to show what offences if any, each had committed. Ask each group to discuss and feed back their answers. Teacher support notes (Resource 3f) are provided for guidance in relation to the law.

Use the PowerPoint 'The Wrong Choices' (Resource 3g) to discuss and review the legal consequences of the trio's actions.

4. In my shoes

Divide the pupils into pairs. Distribute Lowri's feelings (Resource 4a or 4b, differentiated worksheet). Ask the pupils to put themselves in Lowri's position and to identify words that they think best describe her feelings about the indecent image being posted on Facebook. Ask the class to feed back their answers.

Give each pair a Lowri question card (Resource 4c) to discuss. Explain that it is important to be able to move forward when things happen to us that cause harm. Ask the class to feed back their responses. Help the pupils identify the right support when things go wrong. Ask them to select 5 sources of support e.g. parent or carer, older sibling, teacher, school counsellor, School Community Police Officer, MEIC, Childline, CEOP.

Distribute Lowri's journal, (Resource 4d) one to each pair and ask them to collaborate to write Lowri's journal entry. Tell the class they should consider the effect this incident has had on Lowri's wellbeing, behaviour and relationships with others including friends and family.

5. Hot seating activity – Marcus

Select one pupil to play the role of Marcus in a hot seating activity. Provide that pupil with a Marcus information sheet (Resource 5a). Ask each pair of pupils to make a group of four. Give each group a Marcus prompt card (Resource 5b). Ask them to think of questions as prompted by the card. Each group should then choose one question from amongst their suggestions to ask Marcus.

The teacher should them facilitate the hot seating activity. Review the key points learnt about Marcus and emphasise the following points on the board.

Young people's actions can be influenced by:
- not thinking about the consequences
- experiencing negative feelings like jealousy
- wanting to be popular or noticed
- peer pressure.

Ask the class, 'What can Marcus do to try and put things right?'
Marcus could:
- meet with Lowri and her parents to say how sorry he is
- agree to never post another photo without the person's consent
- write a letter of apology to Lowri
- write a letter of apology to Lowri's parents
- write a letter of apology to his friends.

Introduce the idea of restoration when harm occurs. A restorative approach helps pupils consider responsibility for their wrongdoing and helps them think about their actions in future.

6. **The Outcomes**

Distribute a spidergram (Resource 6a) of one character to each group. Ask each group to discuss outcomes for their character and write down as many as they can on the spidergram. Choose a spokesperson from each group to feedback their predictions to the whole class. Using The Outcomes PowerPoint (Resource 6b) explain to pupils what actually happened next. Any predictions that the class made that concur with the outcomes can be identified.

Remind the class that that once an image is sent digitally you have lost control of it – forever!
Also remind them that making, sending, posting or possessing an indecent image of anyone under 18 is a serious offence in law.

7. **Working Out Sexting**

In this activity pupils will explore statistics published by the NSPCC, ChildLine and Beat Bullying. This task can be completed individually or in pairs. Ask the pupils to complete the multiple choice questionnaire (Resource 7a).

Compare the answers given on (Resource 7b) PowerPoint slide 1 and 2 with the class. Ask the class, 'Which result surprises you the most?' Feedback to the whole class.

Divide the class into small groups and ask each group to think about question 3 on the questionnaire, and discuss what kinds of upsetting things they have experienced online. Facilitate feedback and collect the pupils' responses on the board. Pupils may respond with:
- aggressive and violent language
- profanity
- bullying
- pressure to look a certain way
- stalking
- trolling
- indecent images
- pornography
- sexual messages.

Using the information provided above as a prompt that 60% of young people have been asked for an indecent image, discuss with the pupils what is meant by an indecent image. Explain that there is a difference between taking and sending fun selfies and sexting. Display the definition of sexting (PowerPoint Resource 7b, slide 3)

Sexting is posting online or sending sexual messages or naked
or semi-naked photos or video clips via any digital device.

Remind the pupils that sexting has serious consequences both socially and in law. Making and sending indecent images via any type of digital device is an offence. Display the PowerPoint Resource 7b slide 4.

It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute or to advertise indecent photographs or pseudo-photographs of any person below the age of 18

Finally, draw the pupils' attention to help that is available if they feel upset or uncomfortable by online activity. (Talk to and adult, teacher, SCPO, ChildLine, Cybermentors, Click CEOP etc.)

8. Short Stories

Divide the class into small groups. Give a short story card (Resource 8a) to each group and ask the pupils to answer the questions on the cards. Feedback to the whole class.

> Teacher information.
>
> The Law.
> A child is a person under the age of 18.
>
> It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute or to advertise indecent photographs or pseudo-photographs of any person below the age of 18.
>
> If convicted, the offender can be imprisoned for up to 10 years, and the offender's name added to the sex offender's register.

9. Legal or Illegal?

Designate 3 areas of the room as: Legal, Not Sure and Illegal. Using the statements card (Resource 9a) read the first statement to the class and ask the pupils to move to 'Legal', 'Not Sure' or 'Illegal'. Alternatively, take a show of hands. Ask the pupils to explain why they chose that option and clarify the legal position. (Refer to the teacher information above). Repeat with other statements. Finally, summarise with the main point that young people under 18 are at risk of getting a criminal record if they take part in sexting.

10. Sexting Values Continuum

Using the statements given below carry out a values continuum exercise.
(NB. The statements could also be used as an Opinion Finder activity.)

Statement 1: *Sexting is just a fun way to flirt.*

> **Notes:** The only person's behaviour we have the power to control is our own. Sexting is a risk-taking behaviour that is usually done with little or no regard for the consequences. For example, future boyfriends or girlfriends may find the images in a Google search.

Statement 2: *Sending sexual pictures to my girl/boyfriend is OK because I trust her/him not to share them with anyone.*

Notes: Romantic breakups can be explosive and feelings often run high. This is when sexts which were considered confidential and private, are most vulnerable to being made public. Also internet accounts can be 'hacked' by other people who publish privately stored images. There have also been cases where pictures have been shared online after mobile phones have been stolen.

Statement 3: *An image, video clip or message can be erased completely after it has been sent.*

Notes: Once digital information has been sent, there is no telling if copies are made. If the image is uploaded to the internet, even for a short time, copies can be made, particularly if it has been put onto a social networking site.

Statement 4: *Pictures sent on 'Snapchat' disappear quickly so that's a safe way to sext.*

Notes: Someone receiving the image can take a photo of the image with a camera or another phone prior to it being deleted. Images circulate in cyberspace for years even if you think they have been deleted.

Statement 5: *It's easier to send a sext as it's not as risky as a date in real life.*

Notes: It's true you won't get pregnant or catch a sexually transmitted disease but sexting can damage personal relationships with friends, boyfriends/girlfriends and your family, as well as damaging your reputation.

Statement 6: *Sexting is an easy way to show how much you like someone.*

Notes: In dating relationships, teenagers may feel pressure to share nude pictures of themselves. One survey of teenagers found that about half of teens who admitted to sexting said they felt pressured into sending the photos. In relationships, sexual or not, you always have the right to say no to anything you don't feel comfortable doing.

Statement 7: *Taking a picture from the neck down or covering the face is a safe way to sext.*

Notes: Every image sent from a phone has identifying data embedded in it which can lead back to the sender. It could also have identifying details added after it has been sent by someone who recognises the person in the image.

Complete the activity by discussing the following with the pupils:

One photo can end up defining who you are for a long time. So don't let your online life ruin your real life.

Explain to pupils that once posted:
- online information could be there forever.
- personal information may end up being seen by people you don't know.
- future employers check social media sites for inappropriate content posted by job seekers or posted about them by others.

Explain to the pupils that it is important to protect their digital reputation. Remind them to consider the following:
- Before you take and send images, think about how you would feel if the sext was passed around the school, seen by your parents or other people on the internet.
- Set your profile to private and check every now and then to make sure the settings haven't changed.
- Keep an eye on photos tagged by your friends and remove ones that are offensive.

11. Human Bingo

Give each pupil in the class a Human Bingo sheet (Resource 11a). Ask pupils to move about the class and to find a different person for each of the statements. Pupils should record the pupil's name under the appropriate statement. The first pupil to collect 8 different names in response to all statements is the winner. Ask the whole class how easy it was to find someone for each of the statements. Was it difficult to find someone to represent any of the statements? If yes, which ones and why? Feedback to the whole class.

12. I would/wouldn't mind.....

This activity can be carried out in different ways. It can either be done as a whole class line continuum activity or a group activity using the opinion finder statements (Resource 12a) provided.

Whole class line continuum activity
Either using masking tape or an imaginary line, identify one end as being 'I **would** mind this happening to me' and the other end as 'I **wouldn't** mind this happening to me'. (Resource 12d) Choose a selection of different statements from the opinion finder statements (Resource 12a). Read out statements in turn and ask pupils to indicate what they think by standing at one end of the line. After each statement, ask some pupils to say why they have chosen their position on the line. Feedback to the whole class.

This activity can then be extended by allocating a risk card (Resource 12b) to 4 positions in the room. One position would have a statement, 'No risk', another, 'a risk to me', another, 'a risk to my friends' and the fourth 'a risk to everyone'.

Next, read out a different selection of opinion finder statements (Resource 12a). Ask pupils to stand next to the risk cards they think best matches the extent of the risk described in the statement. Feedback to the whole class.

Group activity
Divide the pupils into small groups and give each group a pack of phone cards (Resource 12c). Ask pupils to sort the cards into two piles under the headings (Resource 12d), 'I would mind this happening to me' or, I wouldn't mind this happening to me'.
Feedback pupils' responses to the whole class, asking each group in turn to talk about one of the cards they have selected in each category explaining the reasons for their choice.

Next, give out a pack of risks cards (Resource 12b) to each group. Ask pupils to place each statement next to the risk card they think best matches the extent of the risk described in the statement. Ask each group to feedback to the class the reasons for their choice.

13. **To Post or not to Post?**

This activity aims to help pupils explore their opinions and values about what is an acceptable or unacceptable image to share with others. Using the PowerPoint, (Resource 13a) to support the activity, divide pupils into small groups.
Give each group a set of the selfie photo cards (Resource 13b). Ask pupils to sort the cards into categories of their own choosing. Ask the group scribe to write down the categories. Ask each group to say what category headings they have chosen and why.

Teacher Note
Pupils may identify categories such as:

| posers | goofy | funny | hot | cool | active |
| rude | fun | stupid | pretty | risqué | |

In pairs ask the pupils to think about the selfies they may have on their own phone
1. Discuss which category they fall into.
2. Consider which category/ies they are most willing to share with friends.

As a class ask each group to suggest 1 positive and 1 negative outcome of sharing images online with friends
e.g. positive outcomes could be - more friend requests, likes and complimentary comments etc.
e.g. negative outcomes - bullying, insults, name calling, loss of reputation, image taken and used to embarrass, image ending up on a dodgy website, etc.

Direct the pupils to focus on the semi-clothed selfies of the two girls and the two boys. Get the pupils to discuss:
- Which of these images may have the most significant consequences for the individual and why?
- Do you think any of these 4 images are indecent?

- Would it make any difference if the young people in the images were less than 18 years of age? If yes: why? What would make any of these images an indecent image?

> **Teacher note**
>
> In law it is illegal to make, take, possess or distribute, any image of a person under 18 that is naked or semi-naked (topless girl). This law is meant to protect young people from exploitation.
>
> The images of the two young men and the girl in the orange top would not be considered indecent or illegal as they have their sexual parts covered. However, the girl with the camera is topless and if she were under 18 this would be considered an indecent image of a child.
>
> It does not mean however, that it is acceptable to post these kinds of images even if they are technically not indecent. These kinds of images can be copied and put on dodgy websites or be altered through photo-shop type programmes and be made to look indecent. Remind pupils that once they send or post an image they lose control of it forever!

14. Scenarios

Divide the class into small groups. Give each group either scenario 1 (Resource 14a) about Paul or scenario 2 (Resource 14b) about Kayleigh and Matt. Ask pupils to read the scenarios and discuss and answer the questions before feeding back responses to the whole class.

Give out scenario 3 (Resource 14c) to each pupil. Ask the pupils to read the scenario and write a diary entry as though they are Nikolai following the guidance given on the card. Selected pupils can feedback their diary entries to the whole class.

15. Future Choices

Begin the activity by asking the pupils to consider:
1. How do we make decisions?
2. What factors influence us making decisions?

Facilitate the discussion and in small groups ask the pupils to create questions that involve making a choice or use the following examples:
- Should I stay out later than my parents allow me?
- Should I write something nasty on someone's Facebook page?
- Should I shoplift?
- Should I try smoking?

Ask each group to select a question and write it up on the whiteboard.

Now ask the class to vote for their favourite question. Give each group a decision grid (Resource 15a) and ask them to write the most popular question at the top of the table.

Before you ask students to complete the grid, discuss the idea of what is meant by a good choice and a bad choice. Why are some choices more important than others? Point out that some choices will have few, if any important consequences in the future, while other choices will have many very important consequences. Ask the pupils to complete the grid.

Distribute another copy of the decision grid (Resource 15a) to each group. Ask the pupils to write one of the following questions at the top of the table and complete the grid as before.

- Should I send a sext?
- Should I create an indecent image?
- Should I forward an indecent image to somebody else?

When completed ask the pupils to feedback their responses to the whole class. Discuss their comments noting that there are serious consequences both now and in the future if you make, send or receive an indecent image.

Display the definition of sexting (Resource 15b) and remind the class of the Law in relation to indecent images. (Resource 15c) Point out that it can all depend on making a good or bad choice.

End by asking students what they understand by the following quote: "It is our choices… that show what we truly are, far more than our abilities." - J.K. Rowling.

Teacher note:

As soon as a young person uploads or sends a photo or video they lose control of it and can never get it back, because the Internet is a public domain. When sexually explicit messages or sexually generated indecent images (SGII) are sent between people using digital technology it is called sexting.

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