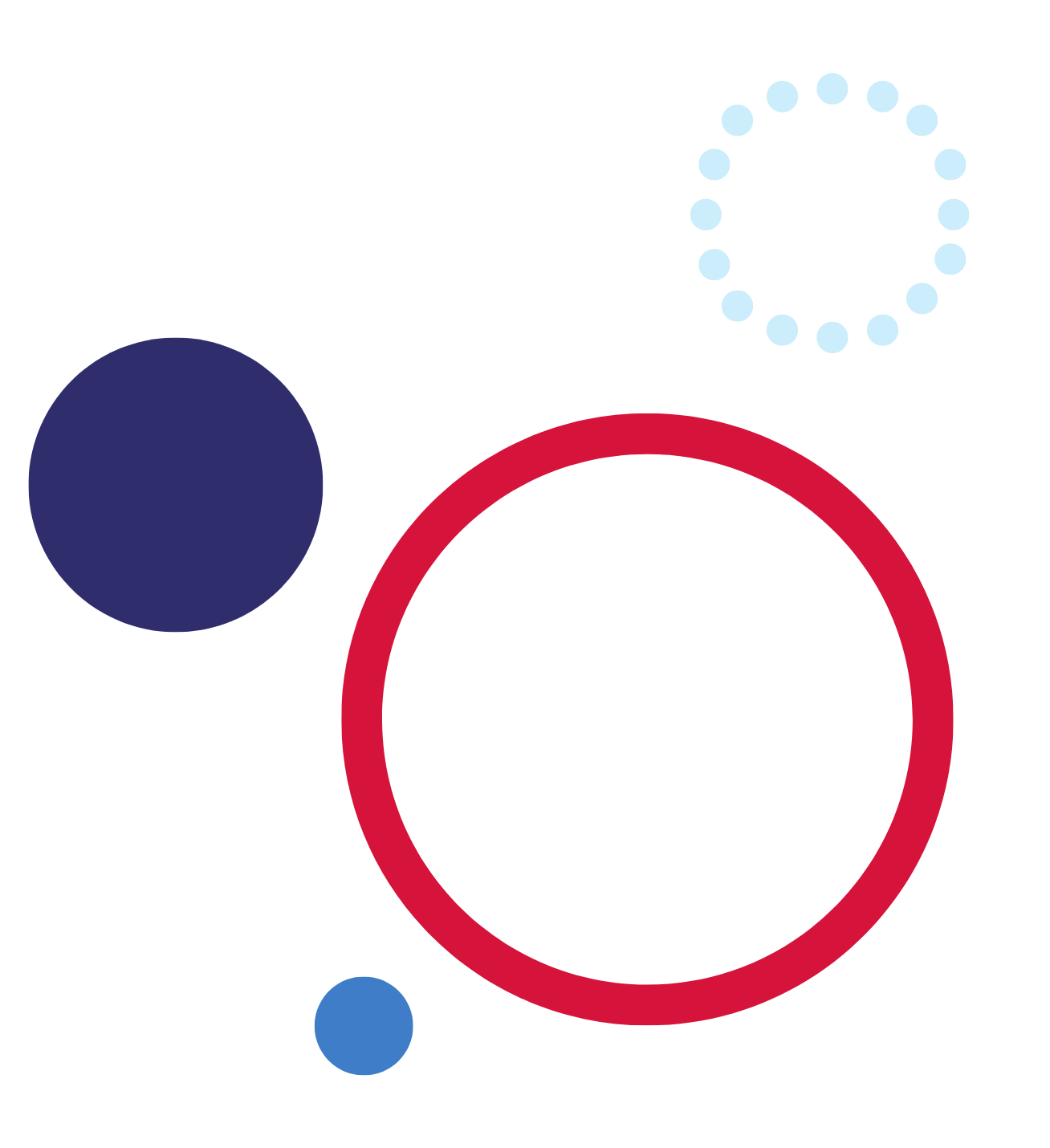
PDHPE Stage 5

# The language of sexting

This learning activity sequence aims to encourage students to recognise what strengths they have within them to be able to respond to requests, receive and respond appropriately to nudes.

**Duration**: Four to five lessons depending on the class context and emphasis (based on 60-minute lessons).



## Educative purpose

Young people perceive that sending and sharing nude or nearly nude images or videos is common. Breaking down the norms with this group is important. Students need to challenge the messages around them and be informed about the decisions they are making. Opportunities to practise their response to requests for nudes will build student confidence and skills for future situations.

The [young people and sexting attitudes and behaviours research](https://www.esafety.gov.au/about-us/research/young-people-sexting) (2017) found that around 9 out of 10 teens surveyed (14-17years of age) thought that sexting happened among their peers and around 4 in 10 reported that it either happened often, or all the time. However, these perceptions were not consistently held by all teens. For instance, girls were significantly more likely than boys to think that it was something that occurred often or all the time (50% of girls vs 39% of boys). Nearly 1 in 3 young people aged 14-17 years in Australia had some experience with sexting in the 12 months to June 2017. This included sending, being asked and asking, sharing or showing nude or nearly nude images or videos. This was lower for males, 22% and higher for females, 35%.

Teens were three times more likely to experience being asked for a nude or nearly nude image or video of themselves (15%) than sending an image or video (5%). When broken down into age and gender, older teens were again more likely than younger teens to have been asked. Approximately 18% of 17 year olds compared with 11% of 14 year olds had this happen to them. Girls were also more than twice as likely as boys to have been asked (22% vs 8%).

Data source: [Young people and sexting – research report, 2017.](https://www.esafety.gov.au/about-us/research/young-people-sexting)

Syllabus learning context – Relationships, Sexuality and sexual health

## PDHPE skills focus

Table 1 – Skill domain and evidence of learning

|  |  |
| --- | --- |
| Skill domain and skills | Evidence of learning - what do we want students to be able to do? |
| Self management skills   * Emotion and stress management (recognising emotion) | * Recognise the warning signs of risk based on the body’s’ response. * Take ownership of actions and behaviours. |
| Interpersonal skills   * Collaboration, inclusion and relationships (recognising and using their own abilities and strengths and those of others) | * Recognise how their values and attitudes can be influenced and transferred in all aspects of life. * Express own thoughts, emotions and opinions openly and honestly with others. * Acknowledge their own and strengths of others. |

## Syllabus content

### Outcomes

* **PD5-9** assesses and applies self-management skills to effectively manage complex situations
* **PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

### Content

Table 2 – Key inquiry questions and syllabus content

|  |  |
| --- | --- |
| Key inquiry question | Relevant syllabus content |
| How can people respond positively to life challenges? | * Predict future challenges and opportunities and the skills required to manage these in a positive way * appraise personal strengths to design a strategy for addressing a future life challenge |
| What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others’ wellbeing? | * Plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short or long-term risk (ACPPS091) * propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting S I |
| Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity? | * Analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092) * investigate the influences on risk taking and assess their impact on individual health, safety and wellbeing, e.g. personal safety, pregnancy S |

### Assumed knowledge and understanding

This learning activity sequence assumes that students have a sound understanding of the following PDHPE content:

* Examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health and safety and wellbeing.
* analyse previous life challenges and describe strengths and areas for personal growth.
* Examine the impact of changes and transitions on relationships
* assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions, actions and wellbeing

To participate in this activity, it is assumed that students have participated and developed skills from the skill domain:

* Self management skills
* decision making and problem solving

### Learning intentions and success criteria

Table 3 – Learning intentions and success criteria

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Recognise what strengths they have within them to be able to respond to requests, receive and respond appropriately to nudes. | * Identify the situations where external influences may have an impact on their ability to make healthy choices in relation to online sexual behaviour * recognise that many students already have the skills and abilities to make healthy choices * identify their own strengths * explain how their strengths can be applied or developed in response to requests, receive and respond appropriately to nudes |

## Teaching notes

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

The [resource review flowchart](https://nswpdhpecurriculum.coassemble.com/enter/b6fNd0S) helps you decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. [Sample information letters](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication#Sample1) are available on the PDHPE curriculum website.

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* Making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* Being aware that some parts of PDHPE can be confronting and sensitive for some students.
* Enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a [safe and supportive learning environment](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/pdhpe-syllabus-implementation/learning-environment) can be found on the PDHPE curriculum website.

## Learning experiences

Introduce the learning and develop a supportive environment within your classroom. As a class, brainstorm some clear expectations which will be in place during the unit. For example, always support each other, respect other’s cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion.

### Activity focus: Recognising emotion and trusting our gut

1. Explain to students that the focus of the learning in this part of the lesson is the skill of recognising emotion. When we can recognise emotion, we have greater capacity to monitor thoughts, feelings and actions. This allows us to have greater control and responsibility for our action, feelings and behaviours. Self-awareness and emotion and stress management are key self-management skills. Our ability to manage emotion can also influence our decision making and problem-solving skills. We will explore this more in this lesson in relation to online sexual behaviours.
2. Discuss the statement ‘if something appears to be wrong, it probably is’. As a class, unpack the concept that each of us develops our antennae about situations which make us feel uncomfortable or unsafe by tuning into our body reactions, feelings, thoughts and external warning signs, over time. Our ability to recognise emotions and trust our feelings, thoughts and reading of a situation can be tuned and developed with exposure to different situations.
3. Use the following questions to explore the concept that body reactions and feelings are good indicators of situations which make us feel unsafe or uncomfortable.

* How does your body react when you are in an obviously unsafe situation? (Eg when you trip near the edge of a cliff, walking alone in an isolated area).
* Thumping heart, sweaty palms, butterflies in your stomach, feeling as if you can’t move, loss of control of bodily functions.
* What uncomfortable feelings are associated with being in an obviously unsafe situation?
* Panic, frightened, terrified, angry, vulnerable, scared.
* When can listening to your feelings be particularly helpful?
* For example, when you sense that a situation that was comfortable has become uncomfortable. When you have a strong ‘gut’ reaction against what someone else is suggesting that you do.
* Do you think that all people have feelings which warn them when they might be unsafe?
* Some people may not be able to identify the feelings they are experiencing, or they may not recognise their feelings as warning signals of an unsafe situation.
* If a person doesn’t have uncomfortable feelings how else can they tell if they are unsafe?
* They can also look for external warning signs. They can determine if the behaviour is appropriate or inappropriate Is it unsafe? Is it illegal? Are someone’s rights not being respected? Are you on your own? Could you get help if you needed it?

**Teacher note:** Risk can also produce excitement and anticipation which may be experienced as pleasurable. Reference could be made to the flight or fight response. Even these responses would be uncomfortable if they persist or are likely to reoccur.

Children experience varying degrees of feelings in response to situations. Some children may not experience warning signals in unsafe situations.

In this activity, different responses need to be accepted and students’ different feelings and thoughts validated.

Some people ‘turn off’ to their feelings if they are taught that it is not OK to experience or respond to their feelings.

1. Introduce the concept of privacy. Ask students to create a definition of privacy. What influences how an individual views privacy? Is privacy the same online as it is offline?
2. Explain that sharing information and images online and via mobile devices and platforms can challenge an individual’s perceptions and values in relation to privacy. Explain that some people might find themselves in a situation which makes them feel unsafe or uncomfortable if their privacy has been breached without their permission.
3. Allocate students a scenario. Students read the scenario and identify what a person’s body reactions, feelings and thoughts might be in each situation.

Scenario 1: A new boyfriend asks for a naked photo. He promises he will not show it to anyone else.

Scenario 2: Hong is being bullied at school for not having sexual images of girlfriends on his mobile phone to share with his mates.

Scenario 3: One of the guys snuck into the girls change rooms, took a photo on his phone of one of the girls getting changed for PE and is sending it to all his mates.

Scenario 4: A friend took some private photos off Brad’s mobile phone and sent them around the school. He says it’s not his fault there was no password on the phone.

Scenario 5: Without consent, somebody has posted a photo of Bree on Facebook in her swimmers. People are posting horrible comments about her appearance.

Scenario 6: Your best friend has told you she is planning to send a sexual image of herself to this boy at school she likes in the hope he may ask her out. She says everyone else is doing it, so what’s the big deal?

* Compare the body reactions, feelings and thoughts generated for each scenario. Create a list of body reactions, feelings and thoughts for each scenario? When sharing ideas notice if each scenario generated the same body reactions, feelings and thoughts?
* In small groups or as a class, account for the differences or similarities in body reactions, feelings and thoughts across the scenarios.
* Does using the skill of recognising your emotions, body reactions and thoughts help young people to make effective decisions?
* Is there a situation that acting on gut feelings or when recognising emotions can initiate impulsive decision making? (Impulsive decision-making means that they act on instinct, without thinking decisions through)

1. Working in groups of 2-3, students review the data. In their groups, use the texta talk strategy to discuss what the statistics around sending and receiving nudes tell us?

**Texta talk strategy**

This strategy is part of 4C transformative learning. It involves the use of communicating through writing concepts to develop and share ideas within a small group. It involves collaborative group work, reading and responding to and building on the ideas of others. This can also be a formative assessment strategy.

Divide the class into small groups. Each team has a large piece of butcher’s paper and each team member has a texta of a different colour.

The teacher should take note of who has which colour texta as a formative assessment tool. Students are provided the stimulus.

A student begins by writing their ideas to the stimulus. In silence, the rest of the group reads what the student is writing. This ensure each person in the group has time to take in and process each other’s responses and can plan and prepare for placing their idea. Nothing can be written twice.

Students then take turns adding to the stimulus. They can create a new idea or build on others to create a mind map.

Students can report back to the group to demonstrate knowledge offering an opportunity for formative assessment.

1. Discussion: Compare the top 2 statistics? Why do you think that 90% of young people think that sending nudes is common, when the data tells us that 95% are not sending nudes? (Source: [Young people and sexting research report](https://www.esafety.gov.au/about-us/research/young-people-sexting) (2017)).
2. Pose the question for the lesson.

The data tells us that:

* 95% of young people are not sending nudes
* 15% have received requests for nudes but did not send them.

Source: [Young people and sexting research report](https://www.esafety.gov.au/about-us/research/young-people-sexting) (2017).

What knowledge, skills and strengths do you have within you that allows you to make those choices?

### Activity focus: Identifying strengths

1. Explain to students that the focus of the learning is to recognise what strengths and skills they have and can develop within themselves to make safe and healthy choices in relation to online sexual behaviours. The following activities will focus on the skill of recognising and using their own abilities (knowledge and skills) and strengths and those of others.

All students have knowledge, skills and strengths. When entering into challenging situations students can make healthy safe and active decisions by recognising what they have within them already. Many young people have developed the abilities and strengths to be healthy, safe and active, however, recognising them within themselves may be difficult.

**Strengths:** are hard to measure; they are intangible and difficult to verbalise. However, you know them when you see them in others. They help to form someone’s behaviour and their ability to react in certain situations.

Stimulus questions: What unique strengths do you possess? To identify your strengths, start by reflecting on a few people you admire and respect and ask yourself what traits they possess that you value. Do you mirror some of those strengths? Students record their responses.

**Skills:** are simply things you learn to do enable you to perform certain tasks.

Stimulus questions: Think about a challenging situation that you have experienced. Then ask yourself, what did you do, how did you do it and what happened as a result of your actions. Students record their responses.

**Knowledge:** is facts or information that you acquire as a result of experiences or learning. Stimulus questions: what do you need to know to make an informed decision? How can you access that? How do you know it is relevant and accurate? Students record their responses.

1. Watch the clip on [image based abuse clip](https://vimeo.com/372982207) from the eSafety commission.

The video shows examples of image based abuse. It shows the results of sending a nude picture and the relationships between the sender and the receiver. It is this relationship or these situations that are visual cues in the video that creates the basis for discussion about the external influence to sending the image. If we can ask students to work out why they might choose to send the image in the first place then they can recognise that if it was to happen in the future for them. For example, I don’t want to lose my partner, or I want to show how much I love them. This leads into the discussion where it asked about ‘external influences being stronger than internal’.

1. Using the ‘What skills and strengths do you already have?’ worksheet, ask students to recognise what skills they possess that they could draw upon to deal with situations like those in the video.
2. Using the video as a stimulus:
3. What are some of the external influences on an individual?
4. What might the character’s emotional response or gut reaction be in this situation? How would the character’s body respond?
5. Use a strategy such as a fishbowl strategy to debate the statement: the internal strengths and skills are stronger than the external influences.

Fishbowl activities offer all learners a defined role in a class discussion: learners either participate in the discussion or observe and comment on the discussion. In this way, learners are able to focus on practicing the skills associated with their role: communication or active listening.

Learners are divided into two groups: a discussion group and an observation group. As the first group discusses a question or problem posed by the teacher, the second group listens and comments upon arguments made.

After the discussions, learners can reflect on the quality of discussion, or the groups can swap roles.

The structure of the fishbowl discussion makes it an ideal activity for learners who may be new to using video conferencing tools. Teachers can establish clear protocols for microphone muting, hand-raising and using chat functions to make comments or offer feedback. This high-tech modification enables learners to continue connecting through face-to-face discussion while learning from home.

### Activity focus: Applying strengths and skills to real life situations

This activity is designed to see how skills, knowledge and strengths can be used to assist in managing challenging situations relating to online sexual behaviour.

1. In groups, assign a character card.
2. Students choose two resource cards from each of the three categories: strengths, skills and knowledge.

These six items are to be selected on the basis they will be of use to their character as he or she negotiates their particular challenge. They should discuss with each other which items will best equip their character to deal with the challenge they face in such a way as to minimise or prevent harm.

1. Explain that when they report to the class on their choices they will need to justify or explain their choice by pointing out how the personal or practical resource can be put to good use in that situation.
2. Follow up questions to report back to the class:
3. What was your character/challenge?
4. What was your character’s emotional response or gut reaction in this situation?
5. Which two strengths did you choose to equip your character with?
6. Explain how they could be used to help the character deal with the situation.
7. Which two skills did you choose? Explain how they could be used to help your character deal with the situation.
8. What two pieces of knowledge did you choose? Explain how you think they could be used to help your character deal with the situation.
9. Were there any situations in the selection in which you thought your character would need different knowledge, skills or possessions than those available to make a good choice about what to do?
10. During the class discussion, the teacher could keep a tally on the board which strengths, skills or knowledge were chosen more, can these be applied to all characters/challenges? What does this tell you about the more common skills and strengths chosen?
11. If the characters were to face challenges relating to drug use, road safety, physical inactivity, personal safety would these skills and strengths transfer, or would the character need to draw upon different skills and strengths?
12. Ask students to think privately, which four strengths and skills would they choose for themselves that they would like or need that would best support them to manage future challenges.
13. As a class, discuss how gifs and memes could be used to respond to requests for nudes.
14. Use the “Responding to requests” worksheet by completing the blank screens on the phones to practise responding to requests for nudes.
15. Students identify how they could respond to requests for nudes using their strength of humour or their skills of assertive communication. What how would the responses be different? Humour v assertive communication
16. Share each students' responses with three other students in the class, identify which response might be the most effective.
17. What aspect of the response makes it effective? Could everyone use that response? If not, why not?
18. Can conclusions be drawn about whether humour or assertive communication would be more effective in this situation?
19. Ask students, what other skills or strengths could be used? Why might they be effective in this situation?
20. Share your ideas with the class to help develop skills and strengths within others.

## The language of sexting student resources

90% teens thought that sexting happened amongst their peers

95% have not sent a nude or nearly nude image

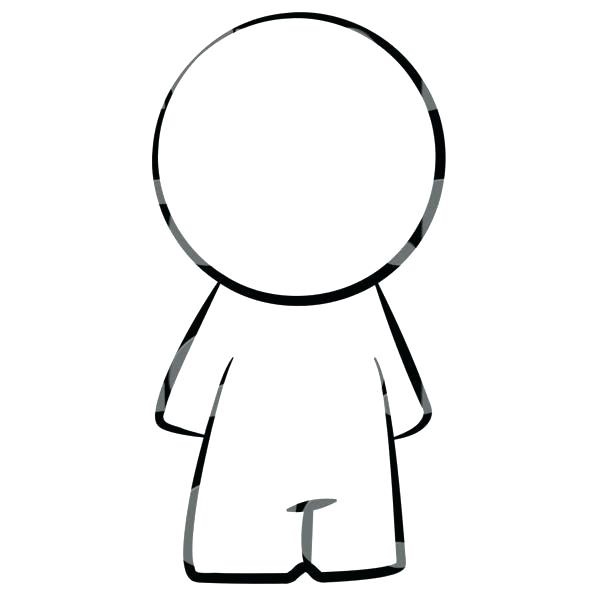
Teens were three times more likely to experience being asked for a nude or nearly nude image or video of themselves (15%) than send an image 5%.

Girls were also more than twice as likely as boys to have been asked (22% v 8%).

52% of requests came from someone they did not know.

The emotions that have come from receiving a request for a nude or video raised overwhelmingly negative emotions. 60% felt uncomfortable and 43% felt disgusted.

## What skills and strengths do you already have?

1. Record your skills and strengths in the inside of the image. These are skills and strengths you possess and could draw on in if faced with online image-based abuse.
2. What external factors might influence your behaviour? Add these factors to the outside of the image above.

## Character challenge cards

The following are challenges that these characters are facing.

* Assume the role of the character.
* Use the resource card on the following page.
* Pick TWO from each of the three categories (knowledge, skills and strengths) that the individual in the scenario may have or need to make safe and healthy choices in relation to online sexual behaviours.

Sam was on an online dating site and accepted a friend request from someone and things get flirty. They shared nudes with each other. The other person then threatened to share the nudes that she sent them unless Sam sent them money or more nudes.

Rory asked his partner to send him some ‘special pics’, just for him. His partner trusted him and sent a couple, making him promise to delete them straight away. Rory shared them with his mates via a group chat.

Charlie has been asked by a new partner to share photos to show how much she loves them. Charlie wants to show her love but feels uncomfortable sending photos. She worries that her new partner will break up with her if she doesn’t send them.

Taylor used to date Shannon, he threatens to share Shannon’s nude images with other people or post them online unless Shannon got back together with him.

Bronte had sent a nude photo to her partner. Her friends found the photo on her phone and shared it on her snap chat story, all her followers were able to see it.

Jesse went to a party last week and did something she is really embarrassed about. Someone filmed her doing the embarrassing thing and is now asking for her to send them nude photos to keep the other video quiet. Jesse is more embarrassed about what she did at the party and now doesn’t know what to do.

## Resource cards

Pick two of the following from each of the categories that could help. Use the empty boxes to include your own ideas.

Table 4 – Making safe choices

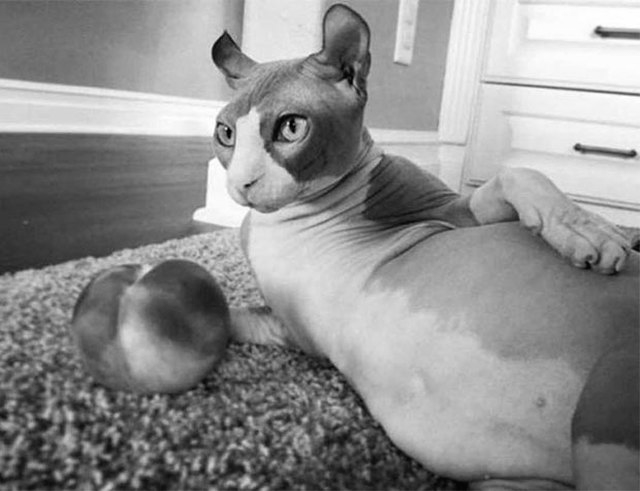
|  |  |  |
| --- | --- | --- |
| Knowledge (I know) | Skills (I can) | Strengths (I am) |
| I know what image based abused is. | I can recognise my own feelings and respond appropriately | Courageous: can take an action  even if scared, anxious, or  intimidated and regardless of whether this will put them out on their own |
| I know what to do if someone sends nudes or sexual images to me. | I can recognise what others are feelings through their words and body language and respond appropriately | Kind: generous to others and willing to help out |
| I know the number to call Kids help line if I am feeling out of my depth | I can collect and store evidence of being asked for nudes by recording the time and date, screenshotting evidence, making note of the online platform being used | A Leader: can organise and motivate others to get things done |
| I know the names of trusted adults that I can access in challenging situations | I can distinguish which trusted adult is best for the situation | Discerning: can think things through before making a decision |
| I know that there is an eSafety website and where to report image-based abuse | I can delete an image. | Fair: treats all people fairly regardless of feelings or bias |
| I know how to find the online platforms (for example snap chat) privacy settings and update them regularly | I can make an online request via the eSafety website to have nudes removed if an image of mine has been shared | Self-controlled: can control  desires and stick to decisions |
| I know the responsibility of having an image of someone else that has been sent to me. | I can create strong passwords and change them regularly to protect personal information. | Humorous: can see the  light side and help people  to laugh |
| I know how to call the police if online requests for images make me feel unsafe. | I can tell someone who is asking for images or sending me images that it’s not cool and report and block them. | Socially intelligent: is aware  of others’ feelings and needs |
| I know and understand the laws relating to possessing, creating and sharing sexualised images of people under 18 years | I can assert my own point of view in text/online form | Persistent: can stick at it or  work hard even when things  get tough |
|  |  | Perceptive: can see the big picture and think of good advice |
|  |  | Creative: can think of many  different ways to handle a  situation |
|  |  | Honest: can tell the truth  even when this may cause  embarrassment |

Adapted from Get Ready Drug Education Resource, Victoria Education and Training.

## Responding to requests worksheet

1. As a class, discuss how gifs and memes could be used to respond to requests for nudes.





1. Practise responding to requests for nudes by completing the blank screens on the phones below. How could you respond to requests for nudes using your strength of humour or your skill of assertive communication? What other skills or strengths could be used? Share your responses with the class

