# 2nd Year

- **Healthy Sexual Expression and Harassment**
- **Online Sexual Harm**
- **Sexting and Intimate Image Sharing**
- **Grooming and Sexual Exploitation**

These sessions were designed for students in 2nd year, but may be used with other ages at teacher's discretion.

2nd Year

# Session 1

## Healthy Sexual Expression and Sexual Harassment

**Lesson Plan**

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### SPHE Learning Outcomes

3.4 Appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others.

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### Materials Needed

- Blank page for Introductory Activity

- Healthy and Unhealthy Forms of Sexual Expression" Worksheet

- Space for walking debate

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### 1. Introductory Activity

Boundaries are the key element in defining sexual harassment from healthy sexual expression - sexual harassment violates boundaries, and healthy sexual expression respects boundaries.

Ask the students to break into pairs. In their pairs, ask the students to take out a piece of paper and brainstorm answers to the following prompts.

### Prompts:

- Question 1: How can we show we respect someone's boundaries? List examples

- Question 2: What does violating someone's boundaries look like? List examples

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### 2. "What is Sexual Harassment?" Presentation

Introduce the topic of sexual harassment, using the supporting slides in your teacher toolkit. Explore the meaning of this with students and use examples listed in teacher guidance for this session.

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### 3. "Healthy and Unhealthy Forms of Sexual Expression" Worksheet

Put students in small groups, hand each group a worksheet titled "Healthy and Unhealthy Forms of Sexual Expression". Ask students to discuss the statements in their groups, circling either "healthy" or "unhealthy" for each statement. Once students have completed this task, discuss as a class which answer each group chose for each statement and why.

### 4. Is this Sexual Harassment? - Walking Debate

This activity is a walking debate, in which each side of the room is designated as "agree" or "disagree". Read the prompt statements, found in the teacher guidance section, to students. After the statement is read, students should move to one side of the room or the other based on if they agree that the statement is always sexual harassment or disagree that it is not sexual harassment. Encourage discussion after students have moved. Make it clear to students that they can change their minds and move positions at any stage.

### 5. Summarise and Close

# Session 1 Activity Pack

# Healthy and Unhealthy Forms of Sexual Expression

Circle the answer your group picks.

| | | |
|---|---|---|
| Talking to your friend about someone you have a crush on. | Healthy | Unhealthy |
| Asking an older person for advice about feelings you think you have for someone in your peer group. | Healthy | Unhealthy |
| Commenting something sexual on someone's photo. | Healthy | Unhealthy |
| Telling someone that you want to be more than friends. | Healthy | Unhealthy |
| Using a sexually suggestive emoji. | Healthy | Unhealthy |
| Sending someone a flirty gif to let them know you fancy them. | Healthy | Unhealthy |
| Interacting with someone romantically online - liking their posts, messaging them, etc. | Healthy | Unhealthy |
| Asking someone out on a date. | Healthy | Unhealthy |
| Declaring your feelings for someone in a public way without talking to them first. | Healthy | Unhealthy |
| Unhooking someone's bra, either in private or public, without asking. | Healthy | Unhealthy |
| Continuously viewing someone's social media and taking note of any new followers they have, or who likes their pictures. | Healthy | Unhealthy |
| Slapping someone on their bum in a joking way when they aren't expecting it. | Healthy | Unhealthy |
| Speaking about sexual things to someone, even though it makes them uncomfortable/speaking about sexual things within someone's earshot, in order to make them uncomfortable. | Healthy | Unhealthy |
| Asking someone for sexual photos, even when they have not said they are interested. | Healthy | Unhealthy |
| Sending someone a sexual photo, without asking if they would like to receive it. | Healthy | Unhealthy |
| Buying someone a Valentine's Day card. | Healthy | Unhealthy |
| Spending time alone with a friend that you have a crush on but not telling them your feelings. | Healthy | Unhealthy |
| Kissing someone that you like. | Healthy | Unhealthy |

# Session 1

## Teacher Guidance

This session meets the aim of learning outcome 3.4, by encouraging students to reflect on their boundaries and how maintaining and respecting boundaries leads to healthy and happy relationships. The session further explores that if boundaries are not respected, this can lead to unhealthy sexual expression or even sexual harassment. The prevalence of sexual harassment among young people is also examined in this session, as it is important that students can identify unhealthy sexual expression and understand that it can lead to other forms of sexual violence.

### 1. Introductory Activity

There is a PowerPoint provided in the teaching resources that can be used as a visual aid for this session.

Boundaries are the key element in defining sexual harassment from healthy sexual expression - sexual harassment violates boundaries, and healthy sexual expression respects boundaries.

Ask the students to break into pairs. In their pairs, ask the students to take out a piece of paper and brainstorm answers to the following prompts.

Prompts:

**Question 1:** How can we show we respect someone's boundaries? List examples

- Ask before doing something, touching someone or their things, or invading their space.
- Check that you understand their boundaries before doing something.
- If you are unsure of something, its always better to ask again.
  - Ex. Can I post this picture of us on my social media? Are you sure?
  - Can I borrow your textbook for the next class? Is that okay with you?
  - Can I try on this top? I think it would look good on me for the next disco. Would you be cool if I wore it?

**Question 2:** What does violating someone's boundaries look like? List examples

- Touching them without asking.
- Sharing a photo of them online without asking their permission first.
- Using something that doesn't belong to them without asking.
- Unwanted or unnecessary touching.

### 2. What Is Sexual Harassment?

Use the slides on sexual harassment in the PowerPoint provided, as additional teaching support if needed.

In this activity, you are introducing the topic of sexual harassment to your students. Remind them that boundaries are the key element in defining sexual harassment from healthy sexual expression - sexual harassment violates boundaries, and healthy sexual expression respects boundaries.

Read out the definition of sexual harassment to students.

Sexual harassment is any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way. The harassment can be written, verbal or physical. It can happen to people of all genders. Sexual harassment may include unwelcome touching, or other unwanted physical contact.

Read through the examples of sexual harassment listed below. More examples are listed in the PowerPoint slides.

Following this, facilitate a discussion with your students around what the effects of sexual harassment are on young people.

### What are examples of Sexual Harassment?

- Sexual or offensive comments.
- Making you feel uncomfortable by making comments about your body or sexual organs.
- Sending inappropriate texts, memos, or images that are sexual or crude in nature.
- Sexual innuendos in conversation.
- Unwarranted or unwelcome physical touch, such as rubbing, touching or hugging.
- Catcalling/wolf-whistling.
- Non-consensual touching.
- Slapping someone's bum.
- Spamming or persistent communication.
- Up-skirting or pulling down someone's pants.

### What are the Effects of Sexual Harassment on Young People?

Victims of sexual harassment can suffer significant psychological effects, including anxiety, depression, guilt, headaches, sleep disorders, weight loss or gain, nausea, lowered self-esteem and sexual dysfunction. These are only some examples, as experiences of sexual harassment and its effects vary greatly from person to person.

**For more information on Sexual Harassment and Adolescents, [please follow this link](#).**

### 3. Healthy and Unhealthy forms of Sexual Expression

In the activities section of this session, please find worksheet titled "Healthy and Unhealthy forms of Sexual Expression". Ask students to work in groups, circling the answers that they feel are appropriate and correct in relation to each behaviour.

Encourage discussion and debate between students while engaging in this exercise.

There are no answers given for this activity because there is no right or wrong answer for any of the statements provided. Each statement could be either healthy or unhealthy based on the circumstances in which it takes place, and the individual values, beliefs and boundaries of the young person responding to it. Reiterate to your students the only way to ensure healthy sexual expression is to respect and maintain boundaries with themselves and others.

## 4. Is this Sexual Harassment? Walking Debate

This walking debate encourages discussion amongst students as they determine if each statement is sexual harassment or not. Encourage students to engage with each other as much as they would like as long as it is respectful, as this contributes to their learning.

Ask students to stand in the middle of the classroom. Make clear to them which side of the room is "agree" and which is "disagree". Read out each of the prompt statements provided below, giving students ample time to move to the desired side.

Once students have moved, you can ask them why they chose that side. Students can move at any point should they change their minds based on the class discussion.

**Prompts:**

1.  Commenting on someone's body size/shape/personal appearance.
2.  Saying "That's gay".
3.  Making jokes about sex or a sexual act.
4.  Staring at someone's body for a long time.
5.  Taking a photo of someone's body.
6.  Touching someone's body/clothing or personal belongings.
7.  Wolf-whistling/Catcalling - this means saying something sexual to someone you don't know in public.
8.  Posting images of someone's naked body on social media.
9.  Repeating rumours about a person's relationship or sexuality.
10. Send someone a picture of your genitals – sending a "Nude".
11. Asking someone out on a date when they've already said no once before.
12. Thinking about someone in a sexual way, having thoughts about engaging in sexual activity with them.
13. Imagining what someone in your peer group might look like naked.
14. Telling your friends the details of a sexual experience that you had with someone.
15. Talking about someone in sexual way without them being present.

## 5. Summarise and Close

Recap on key learning points with the class and link to session outcome. Allow time for questions and signpost to appropriate support if needed.

# Session 2

## Online Sexual Harm

### Lesson Plan

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### SPHE Learning Outcomes

2.7 Assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise.

3.11 Demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health.

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### Materials Needed

- Bingo worksheets
- Phone templates
- Post-it notes
- Preventing Online Harm PowerPoint

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### 1. Healthy vs. Unhealthy Phone Activity

- Stick two phone templates on the board, green representing healthy and red representing unhealthy.

- Ask students to write examples of healthy and unhealthy online interactions or uses on the Post-it notes.

- Ask students to stick their healthy examples on the green phone and unhealthy examples on the red phone template. Discuss the answers provided with the whole class.

**See teacher guidance for more details, examples and discussion points.**

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### 2. Online Sexual Harm Terminology Bingo

Call out definitions of different forms of exploitation, harm and sexual harassment online. Students should work in small groups to try to match the definitions to the vocabulary bank on worksheets provided.

Once all definitions have been matched, ask students to call out their answers, and give examples of what each definition might look like in everyday life. Discuss ways that someone might feel if they were to experience one of these examples of online sexual harm. How could they get help?
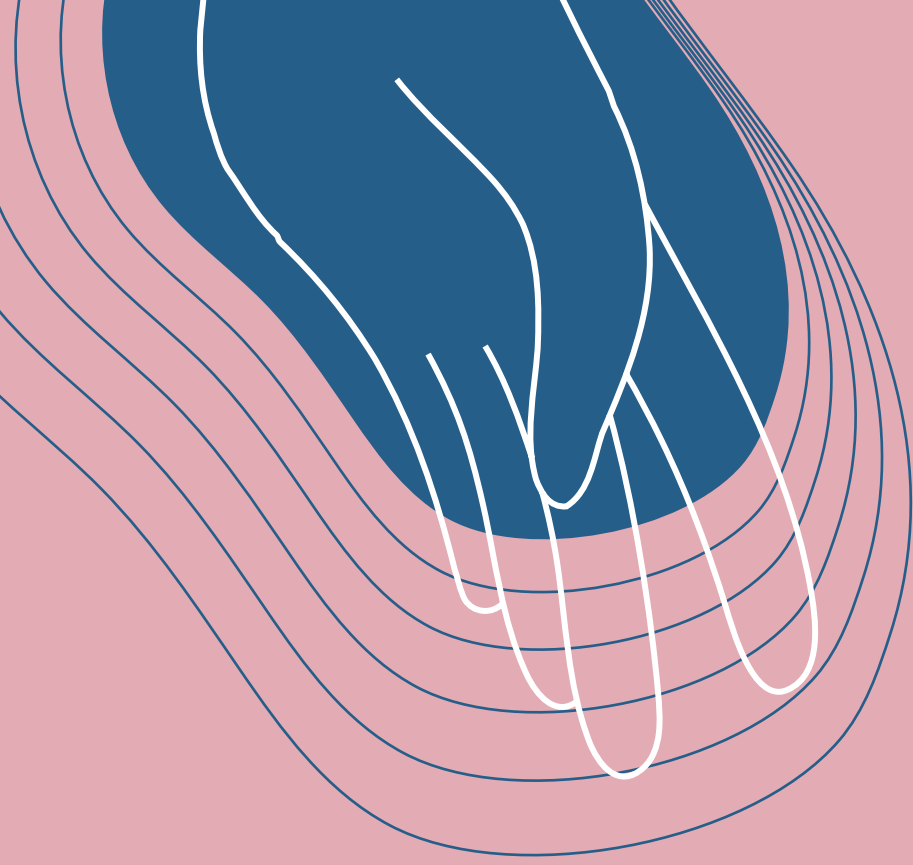
See teacher guidance for more information.
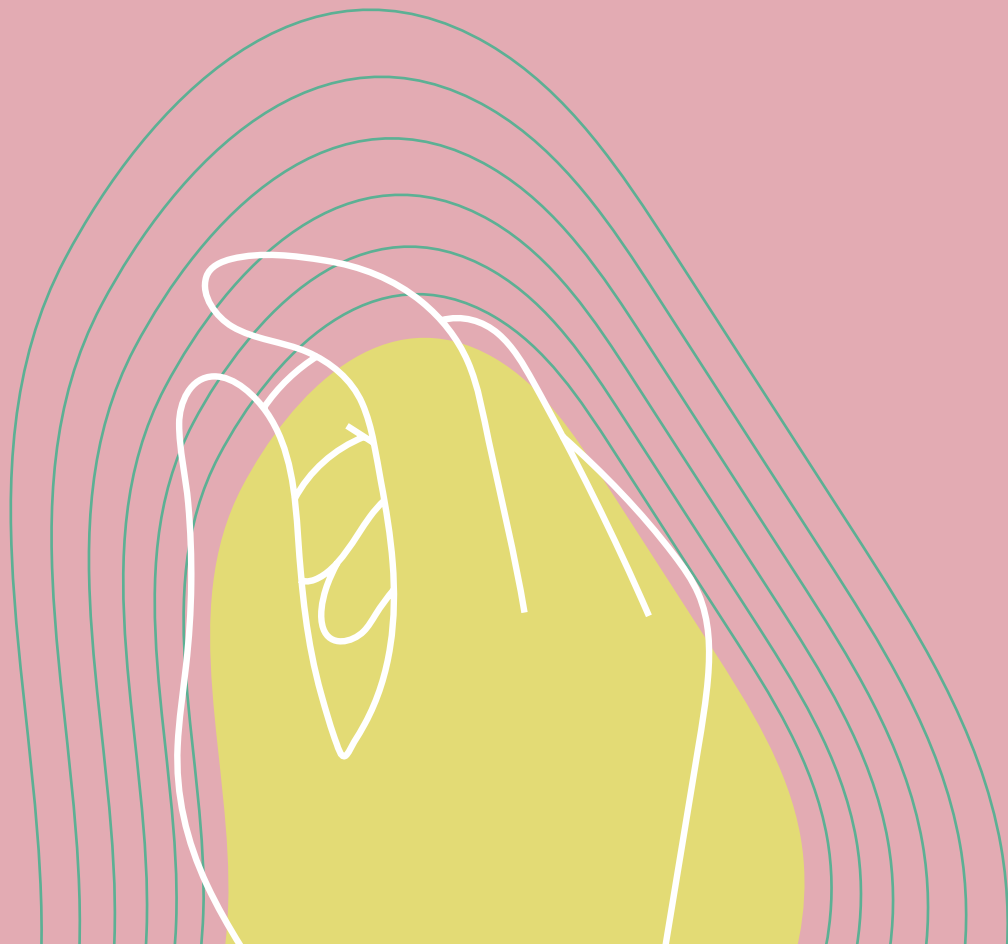
### 3. Preventing Online Harm PowerPoint

The PowerPoint illustrates tips on prevention of online sexual harm.

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### 4. Summarise and Close

# Session 2 Activity Pack

# Healthy Forms of Online Activity

# Unhealthy Forms of Online Activity

# Bingo

| | | |
|---|---|---|
| Gaslighting | Grooming | Non-consensual sharing of Explicit Material |
| Homophobic behaviours | Stalking | Hacking |
| Sexual Exploitation | Coercive Control | Doxxing |
| Catfishing | Intimate Image Sharing | Indecent Exposure |

# Bingo Definitions

| | | |
|---|---|---|
| 1) When an older person intends to cause harm to a child by convincing them to meet in person, or engage online, in a sexual way. | 2) 'Flashing': someone deliberately exposes their body or genitals in order to frighten or upset someone else. | 3) Searching for and publishing private/ identifying information on the internet about a person, usually deliberately to hurt them. |
| 4) When someone shares any nude or sexual image of someone else without their consent. | 5) Showing a dislike of, fear of or prejudice against gay/queer people. | 6) Getting unauthorised access to data in a system or computer. |
| 7) A person profiting by using someone else's body in a sexual way to gain money or other benefits. | 8) A pattern of manipulating and threatening behaviour, including domestic abuse by a partner. | 9) The process of luring someone into a relationship by pretending to be someone else online. |
| 10) Any image of a person who is naked or engaged in a sexual act. Includes any image of an intimate part of the person's body or an image of underwear covering that part of their body. | 11) A type of emotional abuse (often in an abusive relationship) where one person deliberately misleads the target, making them question their judgments, memories or reality. | 12) A pattern of unwanted behaviour towards a specific person, which causes that person to change their routine or feel afraid, nervous, or in danger in their daily life. |

# Session 2

## Teacher Guidance

Session 2 explores the positives and negatives of online interactions while exploring how to stay safe online. This session has a particular focus on online sexual harassment, consent in the online world, cyber-abuse and its effects on young people. It also aims to expand young people's understanding of and vocabulary for the different kinds of online sexual harm in order to stay safe in an online world and seek help if needed.

**Forms of Online Sexual Harm**
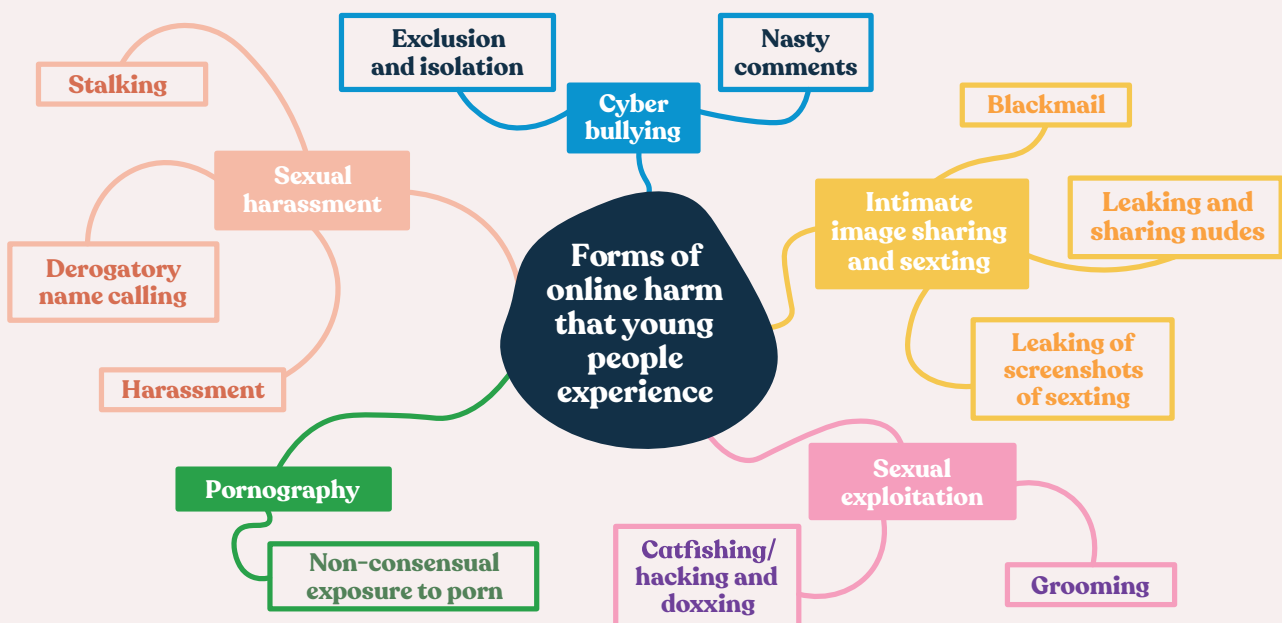


For context, the above image shows forms of online sexual harm that can be experienced by young people. The terms relevant for this age group are defined in the bingo activity later in this session.

**Further teaching resources on these topics can be found on Webwise.ie**

## Definition of Online Sexual Harassment

Online sexual harassment is defined as unwanted sexual behaviour on any digital platform, and it is a form of sexual violence. Online sexual harassment consists of a wide range of actions that use digital content (images, videos, posts, messages, pages) on a variety of platforms (private or public).

### Effects of Sexual Harassment Online

Sexual harassment online can make a person feel threatened, unsafe, exploited, exposed, humiliated, upset and violated.

## 1. Healthy and Unhealthy Phone Activity

This activity encourages students to identify what kinds of interactions they commonly have online and categorise them into either "healthy" or "unhealthy" activities. Ask students to write down examples of ways they interact online. Then, using the red and green phone templates provided, post the sticky notes to the correct coloured phone template. Once students have completed this task, the facilitator should lead a discussion around what students have identified and why they categorised it as either "healthy" or "unhealthy". Examples are given below to assist in the facilitation of this activity.

### Examples of Healthy Online Interactions

- Using the internet for schoolwork, research and other educational benefits.
- Streaming Platforms.
- Online shopping/online banking.
- Music and podcasts.
- To stay in touch.
- Online gaming.
- Long-distance relationships.
- Meeting new people.
- Social media.
- Emails/subscriptions.

### Examples of Unhealthy Online Interactions

- Cyber abuse and cyberbullying.
- Exclusion from online groups or platforms.
- Sexting.
- Non-consensual intimate image sharing.
- Pornography or forcing someone to watch pornography.
- Pace at which information circulates/ misinformation.
- Hate-crime videos.
- Grooming and online sexual exploitation.
- Online sexual harassment.
- Hacking and doxxing.
- Impersonating someone else or catfishing.
- Trolls/keyboard warriors.
- Makes it easier to keep track of or stalk someone.

Nurture this activity to ensure the Post-it notes reflect the lists above, providing hints and prompts if needed. Remind students that the online world is not supervised or monitored, therefore it can be an unsafe place for young people.

Let participants know that the majority of online usage can be positive but just like anything in life, there are negative sides to being online and the internet that we must be able to recognise in order to know what healthy, positive sexual expression looks like.

## 2. Terminology Bingo

This activity is designed to expand students' vocabulary and educate them on the different forms of online sexual harm that they may encounter.

Divide students into pairs or small groups and pass them out a bingo card. Facilitator reads out the numbered definitions from the facilitator definition guide and students write the number next to the term they believe matches the definition.

Students self-correct their answers and the class are given a detailed explanation and examples of the vocabulary or term that they are not familiar with. Recap and explain the definitions, if needed.

Finish the activity by asking students to give examples of what each type of online sexual harm might look like in their own lives. This is to give students concrete ways to recognise how negative behaviours might manifest, (e.g. often, we hear in the news about celebrities being doxed, but a young person could have their personal details shared online without their permission, and feel threatened and insecure in their school/home).

### Definition Bingo Answers Sheet

Grooming – 1

Indecent Exposure - 2

Doxxing - 3

Non-consensual sharing of Explicit Material - 4

Homophobic Behaviours – 5

Hacking - 6

Sexual Exploitation – 7

Coercive Control - 8

Catfishing – 9

Intimate Image - 10

Gaslighting - 11

Stalking – 12

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## 3. Preventing Online Harm PowerPoint

This PowerPoint emphasises the ways in which students can protect themselves from online harm. It includes practical tips and advice from professional organisations. Students are signposted to websites that will help if they need further information.

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## 4. Summarise and Close

Recap on key learning points with the class and link to session outcome. Allow time for questions and signpost to appropriate support if needed.

# Session 3

## Sexting and Intimate Image Sharing

**Lesson Plan**

### SPHE Learning Outcomes

2.9 Explore why young people share sexual imagery online and examine the risks and consequences of doing this.

### Materials Needed

❯ Sexting Youtube Video.

❯ PowerPoint.

❯ Online Sexual Harm handout.

### 1. What is Sexting and Nude Image Sharing?

Facilitate a discussion with students around sexting and intimate image sharing. Ask students: "what is sexting and intimate image sharing?".

### 2. Legislation

Ask the students if they think sexting and sending nudes is illegal under the age of 18.
**Answer:** Yes, it is.

Give overview of legislation; include the Trafficking of Child Pornography Act 1998 and Coco's Law. Information on the legislation can be found in the teacher guidance section.

**??**

It is illegal to have a nude image of yourself or others under the age of 18 on your phone or other device.

### 3. Why Do Young People Sext?

Break students into small groups and give each group a selection of Post-it notes. Students brainstorm why someone might send a sexual image or engage in sexting and what are the possible effects of sending images. Read through answers and ask groups to feed back their answers to the group if comfortable.

**See further information in teacher guidance.**

### 4. Sexting Video

Show this video to students and see teacher guidance for discussion points.

Link to [video](#).

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### 5. Sexting and Intimate Image Sharing Prevention PowerPoint

Present PowerPoint to students, while facilitating a discussion on the prevention practices discussed within. See teacher guidance section for more information..

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### 6. Reflection

On a blank sheet of paper, ask students to respond to the following reflective prompt:
How should a young person act online to ensure that they are safe, responsible, and not doing harm to others? Please list at least four ways.

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### 7. Summarise and Close

# Session 3

## Teacher Guidance

This session's primary focus is to explore why young people sext and the dangers and complexities that can come from this. It closely examines the legislation that is in place in Ireland regarding child pornography, intimate images and sexting. It also gives students the tools to prevent harm from sexting and intimate image sharing.

*Often when discussing sexting and nude images with students there may be awkwardness and silence. It is important to guide the students through this by talking through the materials and opening the floor to discussion.*

### 1. What is Sexting?

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or videos, primarily between mobile phones. Sexting can be sexually explicit text messages, provocative audio clips, suggestive selfies or videos, which young people often refer to as 'nudes'. No matter what form sexting takes, it should always be a consensual practice between two or more parties. Unfortunately, this is not always the case: Dr. Michelle Walsh's research, Storm and Stress (2021), reported that 26% of young people who participated in the research experienced moderate sexual harassment which included unwanted sexting, seeing sexual images or being sent them. These pictures can include sexual, naked or semi-naked images or videos of themselves or others, or sending sexually explicitly worded messages (ISPCC, 2021).

### Some Risks of Sexting

❯   Permanency: A sext cannot be unsent. Even if sent using an app that deletes images automatically, or an instant chat, the recipient may still be able to save the image without the sender's knowledge or consent.

❯   Blackmail: Sexual messages could be used to manipulate or exploit in the future.

❯   Sexting can affect the mental and emotional health, and self-esteem of both the sender and the recipient.

❯  Physical safety: Sexting could lead to sexual harassment or bullying.

❯   It might become a normal behaviour and a young person may not identify the risk associated with it.

❯  It could be part of an unhealthy relationship.

Young people are likely to use popular social media apps to sext, but it can also take place on anonymous apps or instant chat rooms where they may engage in sexting with a stranger. Many of these sites have options for video calling and picture sharing, do not require age verification to use them and can be used anonymously.

## 2. Legislation

It is important that young people understand the law and legislation surrounding sexting and nude image sharing. Many young people are probably not aware of the laws surrounding this area and can be naïve around the consequences of nude image sharing.

The Child Trafficking and Pornography Act 1998 is an act to prohibit trafficking in, or the use of, children for the purposes of their sexual exploitation and the production, dissemination, handling or possession of child pornography, and to provide for related matters.

*Click here to learn more.*

**??**

Independent research commissioned by the Department of Justice found that 1 adult in 20 claims to have had an intimate image of themselves shared to an online site without consent. This rises to 1 in 10 among 18- to 24- and 25- to 37-year-olds. (Irish Times, 2021).

### Coco's Law

Coco's Law, otherwise known as The Harassment, Harmful Communications and Related Offences Act, provides for two new offences dealing with the non consensual distribution of intimate images and is underpinned by other Irish legislation. Coco's Law is named after Nicole Fox (21), a young victim of cyberbullying. Nicole died by suicide in January 2018 after three years of intense online and in-person bullying. The bullies went so far as to create fake 'hate' pages purporting to show Nicole partaking in pornographic images and videos.

The sharing of explicit images of minors is captured by the Child Trafficking and Pornography Act 1998. This act was designed to protect children from exploitation. If sexual images or videos of a child (under 18 years of age) are shared or stored on a device, the act can be invoked, provided the content shared meets the definition of child pornography. Self-produced explicit images exchanged by adolescents, under the age of 18, could be considered as child pornography.

### 3. Why Do Young People Sext?

**Step 1:** Divide the class into groups of four or five per group.

**Step 2:** Ask each group to brainstorm and write on the Post-its provided why someone might send a sexual image or engage in sexting and what are the possible effects of this?

**Step 3:** Stick the Post-it notes on the board and read through the answers. Ask groups to feed back to the class. Facilitate a class discussion around some common themes that emerge from this activity.

Exploring sex and relationships is a natural part of adolescence and sexting has become a part of this for young people today. Many young people's first experience with sexual expression might be through a digital device. While this may seem alien or even uncomfortable for some adults, it has become a major part of online culture for young people.

However, it can negatively affect their sexual, mental and physical wellbeing. When young people are asked why they engage in sexting, some expected responses may be 'peer pressure', 'curiosity', 'attention', 'validation' and 'because it is an expected social norm in a young person's relationship'. Young people may be in a relationship and feel that they trust the person they are sexting. However, they need to be informed of the consequences of making and sending nude

images and the legislation that underpins this.

Smart phones and the internet make accessibility to friends and peers immediate, providing instant gratification from just sending a message. This may cause some young people to make rash decisions like sending a nude photo without fully reflecting on the potential consequences.

In relation to intimate image sharing, it is important to note that not all intimate images are sent for the purpose of sexual expression. There is a theme emerging among young people of sending and sharing other peoples' intimate or nude images as a method of bullying and cyber-abuse. For instance, an image may be taken of someone without their consent, when they are in a semi-nude or undressed state, and may be circulated amongst their peer group. This is not sexting. This is sexual harassment and it is illegal, since the introduction of Coco's Law.

## 4. Sexting Video

**Step 1:** Show the students the linked video on large screen or device.

**Step 2:** Pick prompts from below that suit your group and suit your timings.

- Why do you think the boy in the video felt pressured to send the video to his friend?
- How do you think he felt when he realised the video was being circulated?
- How do you think the girl in the video felt? What emotions was she experiencing?
- What sorts of impact do you think this incident would have on the girl's life? How about the boy, what affect would it have on his life?
- What could a young person do to protect themselves from getting into a situation like this?
- Why is consent (including legal age of consent) so important when it comes to sexual image sharing?

## 5. Prevention and Response PowerPoint

It is important that the students should know the supports that are available on a local and national level if they are a victim of sexual image sharing. The PowerPoint contains signposting to national organisations along with those listed in this handbook. While these are the recommended supports, students should be encouraged to speak to their trusted adult as a first port of call. It would also be a good idea to mention in-school supports, such as a counsellor, etc., if these are available to students.

Go through PowerPoint with the preventions and supports on it.

### What is a Trusted Adult?

A trusted adult or safe adult is chosen by the young person as a safe figure that listens without judgment, agenda or expectation, but with the sole purpose of supporting and encouraging positivity within a young person's life.

It is important that young people can identify at least one trusted adult in their life. Young people need support from trusted adults to make decisions, for support and to help guide them in times of need.

Remind students of in-school supports such as class teacher, chaplain, guidance counsellor and principal. If schools are affiliated with external support services such as a counselling service or a youth club, these can also be signposted to students.

If young people do not feel that they can talk to their trusted adult about what is going on for them they need to know where to get information and help. See supports below.

### Hotline.ie.

This online platform is a confidential way of reporting illegal material. Hotline.ie is an Irish-based internet watchdog. It has been running since 1999 and aims to help combat the spread of online images of child abuse by providing internet users with a confidential, anonymous and secure way of reporting such material. Administered by the Internet Service Providers Association of Ireland and overseen by the Office of Internet Safety at the Department of Justice, Hotline.ie staff will investigate and, where content deemed illegal under Irish law is found, they will have the page removed. Even if the site is hosted outside Ireland, Hotline.ie works closely with international counterparts who will continue the investigation in their jurisdictions to have the illegal content taken down. While it was set up to target child abuse imagery, you can also file complaints over other issues like instances of online racism and incitement to hatred.

### Webwise.ie

Webwise is the Irish Internet Safety Awareness Centre, which is co-funded by the Department of Education and Skills and co-financed by the European Union's Connecting Europe Facility. Webwise is part of Oide Technology in Education, part of Oide, a new support service for teachers and school leaders, funded from the Department of Education.

### 6. Reflection

This activity enables students to reflect and recall the learning taken from this suite of resources. Remind students of the topics covered in this session and the previous session covering Online Sexual Harm. Ask students to list the supports and safety measures they feel are most relevant.

### 7. Summarise and Close

Recap on key learning points with the class and link to session outcome. Allow time for questions and signpost to appropriate support if needed.

# Session 4

# Grooming and Sexual Exploitation

## Lesson Plan

### SPHE Learning Outcomes

4.6 Examine different kinds of abusive and bullying behaviour that can occur in online and face-to-face interactions.

4.4 Discuss ways to support themselves in challenging times and where/how to seek support, if needed.

### Materials Needed

❯ Gráinne's Story Handout

❯ Scenario-Based Questions Handout

❯ Online Sexual Harm Handout

### 1. Group Discussion: What is Grooming and Sexual Exploitation?

Explore and define the definition of grooming and sexual exploitation with students.

### 2. Gráinne's Story

**Trigger Warning: See Teacher Guidance

Step 1: Give each of the students a copy of the story so they can read through it at their own pace.

Step 2: Read activity titled Gráinne's Story to the class.

Step 3: After the story is read, commence a large group discussion around the story.

***It is your responsibility to ensure students understand that the narrator (Gráinne) is not at fault – sexual violence is always the perpetrator's fault.***

Main discussion points might include:

1. What were the warning signs or red flags that Kevin groomed Gráinne?

2. What are some steps a young person could take to protect their privacy online?

3. What advice would you give to Gráinne if you were her friend?

### 3. Scenario-based Questions

**Step 1:** Break the students into groups of 4/5. Each are given one of the scenarios about sexual exploitation and online sexual harm.

**Step 2:** Instruct the groups to write down their opinions and advice in response to their given scenario.

**Step 3:** Before feeding back to the full group, each small group passes their sheet onto the next group. Students are instructed to read through the new scenario/advice given and see if they would add any more ideas.

**Step 4:** Explain to students what the "Bystander Effect" is and discuss. *See teacher guidance for more information*

### 4. Online Sexual Harm Handout

Give out and read through the Online Sexual Harm Handout with your students.

### 5. Summarise and Close

# Session 4 Activity Pack

# Scenarios

## Bystander

Someone in your immediate peer group, shows you a partially nude picture that one of their friends has shown them. You recognise that the boy in the picture is a lad that you vaguely know from a team you are on. You have never spoken to him properly before. It makes you uncomfortable, as your friends think it's amusing that this photo is being circulated and some of them have reposted it on their private online stories where people have been commenting on it. What do you do?  Do you tell the lad in the picture that it is being circulated? Who could he turn to for help?

## You

I am beginning to dread going to school because I feel so uncomfortable. A few months ago, a joke started between my peers where they call me "sexybum". They often slap my bum really hard, and everyone laughs. It makes me feel so uncomfortable. They do it constantly. It escalated of late because someone commented on a picture of me online saying "looking well Sexybum" and now my Mum will not stop asking me about it. I do not know what to do. I do not want to get my friends in trouble, but I can't hack it anymore. What should I do?

## Friend

A friend comes to you and says that they fear a nude picture of them, and screenshots of sexts they sent are circulating amongst their peers. They fear the photos have been leaked on a classmate's private story as per a rumour they heard earlier that day in school. How would you help them? What could they do?

# Gráinne's Story

When I was 13 years old, I spent a lot of time online. I loved virtual gaming and had loads of online friends and followers from all around the world. You might wonder why I was online talking to strangers in the first place. My online life felt so much bigger than the little rural Irish village where I lived with my family.  I was pretty shy and quiet then and I didn't have many friends in school - I was more confident chatting to strangers online than to the other people in my class. Online I could be confident, interesting, and funny - things I never felt like I was in real life.

One of these friends was an older guy called Kevin. Kevin and I spoke every day, and played the same games. He was really funny, smart and good at the game. I loved playing with him, I felt like it made me a better gamer.

After a while, we became real friends, not just gamer friends. I told him about how lonely I felt since moving to secondary school without any of my old friends, and that people in my new class weren't that nice to me. He said all the people in my class were stupid - he said I was way smarter and more interesting than any of them, they just didn't see it.

We used to just talk about normal things, but after a while, things got kind of flirty. He would tell me about his girlfriends, and even tell me about their sex life sometimes. I felt like he didn't just see me as a stupid teenager - but that he really cared about what I thought and saw me as a grown-up.

As time went on, our conversations got more and more flirty. He would tell me things he wanted to do to me. It felt kind of weird at first, but it made me feel mature and sexy. None of the boys in school ever noticed me that way, and even if they did I didn't fancy any of them - they were all so immature.  And anyways, it was only online, none of it was really real. We still gamed together all the time. He would pay for extra game subscriptions for me so that we could unlock new levels, which made me feel really special - like I was his real girlfriend. My parents couldn't afford to buy me extra subscriptions so I was so grateful to Kevin for being so generous.

Then, things got a bit more intense. One night, Kevin asked me to send him a nude photo. I was really unsure at first, but he said he'd sent me one too so that way it would be equal. It all felt so exciting and thrilling, like I had this secret grown up relationship that nobody else knew about. It was our special connection, just me and him.

At first, Kevin said he couldn't risk meeting me in real life because he didn't think he could restrain himself, and people wouldn't understand. But after we started sending each other more nude photos, he wouldn't stop asking me to meet him. He said we could meet up at the cinema or in the city, where nobody would notice us. Suddenly the idea of meeting him in real life made me nervous, and I made up excuses why I couldn't meet him.

Then one day he told me he was coming to the village next to mine, and I freaked out. How would I explain this older guy to my family, to everyone? Everyone in this village knew me, they knew my parents, surely someone would spot me meeting with this stranger and say something.

I was scared. I told him that he couldn't come, and that I was going to be away on a school tour anyways. But then he got really scary. He said unless I met him, he would go to my house and show my parents the nude photos I'd sent him. I suddenly remembered when he asked for my address, saying he needed it to send me the gaming subscriptions he'd bought me. My mind was racing - he knew where I went to school from the selfies I'd sent him in my school uniform, he knew so much about me. I felt so stupid for having trusted him so much to share so much personal information about myself.

I couldn't risk him showing up at my house, my parents would be so angry at me if they knew about the photos I'd sent him. So, I agreed to meet him in the next town which was just a short bus ride away....and this is how it all started and led me to where I am today.

Before I met Kevin, I had no idea what sex really was, and I had never heard of grooming. Grooming is the word they use for when an adult becomes your friend, and earns your trust - until they start making you do things you don't want to do, like when Kevin said he'd tell my family about the photos if I didn't do what he wanted. I wanted to tell someone but I felt so trapped, there was nothing I could do.
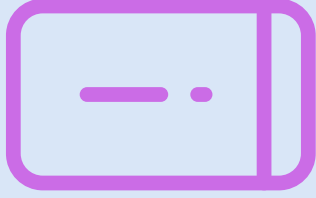
# ONLINE SEXUAL HARM

## What you need to know!

### WHAT IS ONLINE SEXUAL HARM?

Online sexual harm is any unwanted sexual behaviour that happens online. It is a form of sexual violence.

Online sexual harassment consists of a wide range of actions that use digital content (images, videos, posts, messages, pages) on a variety of online platforms (private or public).
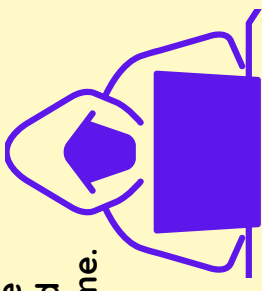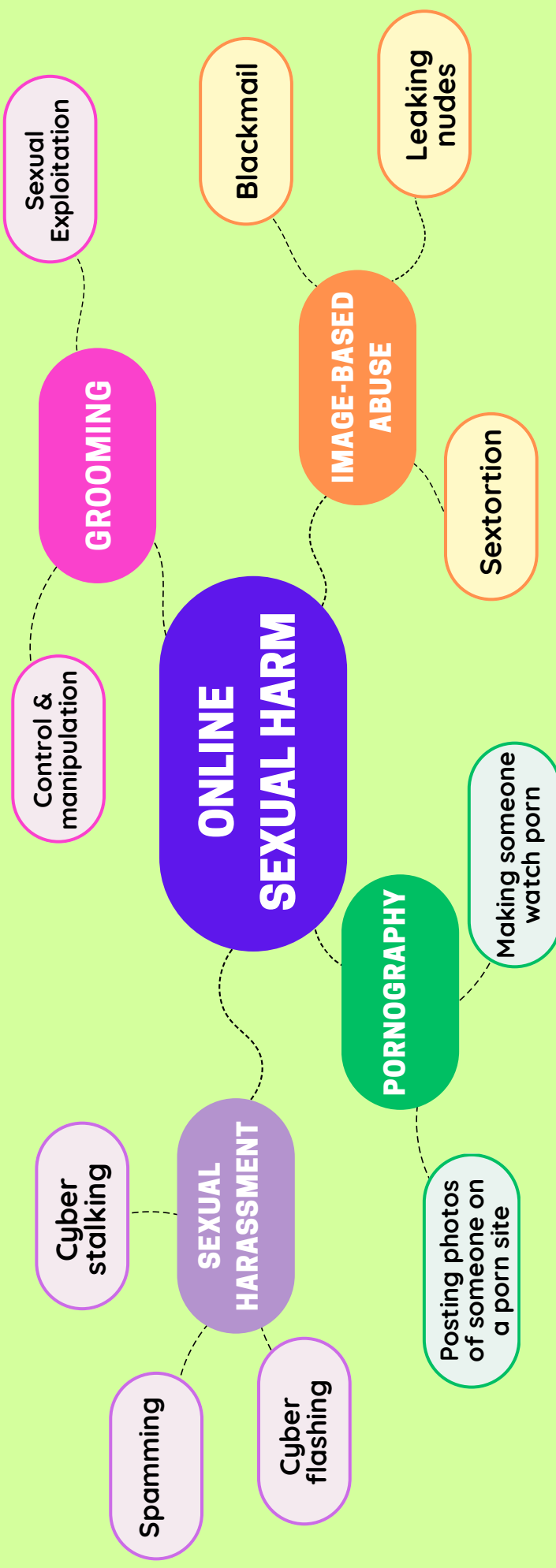
### ONLINE GROOMING

Grooming is when an adult builds a relationship and trust with a young person, to get them to do something sexual or illegal. A groomer can be anyone - a stranger, someone you know, or a person you met online.

Online grooming can occur through social media and through gaming sites. A groomer may use a fake social media profile to trick a young person into thinking they are the same age as them, to gain their trust and build an emotional connection slowly over time.

Experiencing grooming or being pressured into doing something isn't your fault - and you don't have to cope with it alone.

### WHAT DOES ONLINE SEXUAL HARM LOOK LIKE?

**ONLINE SEXUAL HARM**

**GROOMING**
- Sexual Exploitation
- Control & manipulation

**IMAGE-BASED ABUSE**
- Blackmail
- Leaking nudes
- Sextortion

**PORNOGRAPHY**
- Making someone watch porn
- Posting photos of someone on a porn site

**SEXUAL HARASSMENT**
- Cyber stalking
- Spamming
- Cyber flashing

THE CONSENT ED. PROJECT

# WHAT DOES THE LAW SAY?

Explicit photos of young people under the age of consent are illegal.

In Ireland, we also have a law called "Coco's law" – which says it's illegal to take, publish, share, or threaten to share intimate images of someone without their consent.

And it's illegal to threaten to share photos of someone without consent – even if you never intended to follow through on the threat.

REMEMBER: These laws exist to protect you, not to get you into trouble.

# GETTING HELP

If someone online is:
- Blackmailing, controlling or pressuring you
- Showing you unwanted or sexual images
- Sharing or posting explicit photos of you
- Making you do something you don't want to do

it is NOT your fault. If this happens to you, talk to an adult you trust so they can help you.

You can also contact hotline.ie and Gardaí to have explicit photos taken down. If you are in immediate danger, you can call the Gardaí at 999 or 112.

Visit webwise.ie for more online safety information.

# STAYING SAFE ONLINE - TOP TIPS

- Don't share personal information about yourself publicly or with strangers, e.g. your address, school, phone number or passwords.

- Only share your location with people from your inner circle, that you know in real life and trust - e.g. your family and friends.

- Don't accept follow or friend requests from accounts you do not know, and keep social media accounts private.

- Use safety protocols installed in apps. Ask your trusted adult to help you install safety protocols on your devices.

- If someone is making you feel unsafe online, asking you for nude images, threatening you, or trying to get you to do something else you don't want to do, BLOCK THEM!

- If you are a victim of online harm or cyber bullying report it in the app. If you see something harmful online, speak to an adult you trust. They can help you report it or take the appropriate next steps.

- When you're gaming online, play with people you know. If you are playing a random stranger do not engage in conversation with them and do NOT share personal information.

Remember: It is okay not to be available online 24/7! It is okay to disconnect, log out of an app or to not immediately reply to a friend. These are healthy boundaries to have.
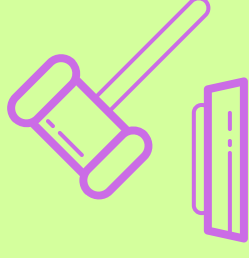
# Session 4

## Teacher Guidance

This session examines the topics of grooming and sexual exploitation, including red flags and warning signs to look out for. Following the session, students should be more familiar with the themes and indicators of grooming and exploitation. This session includes reflective activities to encourage students to recall learning taken from this suite of sessions and as an information recap that students can take away with them.

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The NCMEC (National Centre for Missing and Exploited Children) found that 67% of offenders threatened to post sexual content online, with 29% specifically threatening to post it in a place for the victim's family and friends to see.

### 1. Group Discussion: What is Grooming and Sexual Exploitation?

Introduce the definitions below to the students and explain the importance of learning about these two topics.

**Grooming:** When an adult builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit, or abuse them.

**Sexual Exploitation/Extortion:** When someone is persuaded or forced to send sexual images and/or videos of themselves, or perform sexual acts via webcam, or threatened with such material in order to get money.

**Though grooming and sexual exploitation can take many different forms, it often follows a similar pattern.**

- **Victim selection:** Abusers often observe possible victims and select them based on ease of access to them, or their perceived vulnerability.

  **Gaining access and isolating the victim:** Abusers will attempt to physically or emotionally separate a victim from those protecting them and often seek out positions in which they have contact with minors.

- **Trust development and keeping secrets:** Abusers attempt to gain trust of a potential victim through gifts, attention, sharing 'secrets' and other means to make them feel that they have a caring relationship and to train them to keep the relationship secret.

- **Desensitisation to touch and discussion of sexual topics:** Abusers will often start to touch a victim in ways that appear harmless, such as hugging, wrestling and tickling, and later escalate to increasingly more sexual contact, such as massages or showering together. Abusers may also show the victim pornography, or discuss sexual topics with them, to introduce the idea of sexual contact.

- **Attempt by abusers to make their behaviour seem natural to avoid raising suspicions:** For teens, who may be closer in age to the abuser, it can be particularly hard to recognise tactics used in grooming. Be alert for signs that your teen has a relationship with an adult that includes secrecy, undue influence or control, or pushes personal boundaries.

**Child sexual exploitation:** Child sexual exploitation is a type of sexual abuse. When a child or young person is exploited, they are given things, like gifts, drugs, money, status and affection, in exchange for performing sexual activities (NSPCC Learning, 2022).

## 2. Gráinne's Story

**\*\* Warning: Some students may find this story heavy or disturbing. You as their teacher will know your group best. Feel free to edit the story to tone it down if needed. It is strongly suggested to have a conversation about the topics that will arise in the story to make the students aware of what might come up before commencing this activity.**

Gráinne's story is based on two true stories of young girls in their early teens that were groomed by strangers. The story aims to highlight that anyone can be groomed and to emphasise how the abuser groomed Gráinne in different ways. It is really important to explain to students that none of the abuse that Gráinne suffered was her fault. Sexual violence, no matter what kind, is never the victim's fault. Pre-empt some responses blaming the narrator here: this may be part of participants processing what happened in this story but also displaying societal norms of victim blaming.

During the feedback and discussion, it is the role of the facilitator to ensure there is no ambiguity as to where fault lies, and the following points are made clear:

- Kevin is fully to blame for this situation, none of the actions Gráinne took or didn't take are to blame for what happened. We only look into Gráinne's actions as warning signs as to what can happen online.

- In all sexual violence, including grooming, only the perpetrator(s) are to blame.

- Perpetrators know how to groom successfully.

- Perpetrators know how to look for vulnerabilities that make victims more susceptible.

- Perpetrators know how to isolate a victim, lower their self-esteem and make them feel extreme shame or fear, so they feel that they can't leave the situation.

Combatting victim-blaming: Your students may blame Gráinne for her situation, and respond in an unempathetic way (e.g. she should have known better than to get into a relationship with an older man, why didn't she just say "no", why didn't she tell anyone, etc.)

Remind them it is not our place to judge the decisons that Gráinne may have made, as we don't understand the aspects of her life and her vulnerabilities that may have led her to this situation.

Gráinne is a child - who didn't realise that this man wanted to abuse and exploit her. She was manipulated by an adult man who had more power and connections than her, and chose her because he knew he could control her. In cases of abuse, exploitation, and sexual violence of any kind - it is never the victim's fault - the blame lies with the perpetrator.

**1. What were the warning signs or red flags that Kevin groomed Gráinne?**

- Met online through a game, never met in real life.
- Kevin was older than Gráinne.
- Slowly introducing sexual topics and telling Gráinne about his sex life.
- Telling Gráinne he would not be able to 'restrain himself' if he met her in person.
- Buying her gifts – game rewards.
- Using the gift buying to extract more information from Gráinne.
- Extracting personal information over time.
- Asking Gráinne for nudes.
- Sharing nudes with Gráinne.
- Threatening Gráinne with exposing her nudes.
- Coercing Gráinne to come and meet him.

**2. What are some steps a young person could take to protect their privacy online?**

- Don't share personal information about yourself publicly or with strangers, e.g. your address, school, phone number or passwords.
- Only share your location with people from your inner circle, that you know in real life and trust - for e.g. your family and friends.
- Don't accept follow or friend requests from accounts you do not know, and keep social media accounts private.
- Use safety protocols installed in apps.
- Ask your trusted adult to help you install safety protocols on your devices.
- If someone is making you feel unsafe online, asking you for nude images, threatening you, or trying to get you to do something else you don't want to do, BLOCK THEM!
- If you are a victim of online harm or cyber bullying report it in the app.
- If you see something harmful online, speak to an adult you trust. They can help you report it or take the appropriate next steps.
- When you're gaming online, play with people you know. If you are playing with a random stranger do not engage in conversation with them and do NOT share personal information.

**3. What advice would you give to Gráinne if you were her friend?**

- Block Kevin and advise Gráinne about other internet safety protocols.
- Encourage Gráinne to speak to a trusted adult immediately.
- Offer her emotional support and get support from my trusted adult.
- Tell Gráinne that this was not her fault. Kevin is a perpetrator and knew what he was doing when he started messaging her.

### 3. Scenario-Based Questions

Scenario-based questions is an activity that requires students to think critically and to use the knowledge and skills that they have learned during this lesson. In their groups, students decide how they would help and what advice they would give themselves, a friend, or a bystander in the three situations. Students can either work on each scenario or one group takes a scenario each, depending on group dynamics and time allowances. Students may not be familiar with the term "bystander effect", prior to starting this activity, explain the term using the guidance below.

This is a good place to talk to your students about a trusted or "safe adult" in their lives that they can turn to when in need. This may be a parent, aunt/uncle, older sibling or cousin, a teacher, youth worker or coach that they feel they can trust and will help them to the best of their abilities.

**Additional Information**

**Bystander Effect:** The bystander effect occurs when the presence of others discourages an individual from intervening in an emergency situation, against a bully, or during an assault or other crime. The greater the number of bystanders, the less likely it is that any one of them will provide help to a person in distress. People are more likely to take action in a crisis when there are few or no other witnesses present.

This activity gets students to think about the effects of the bystander effect among people in relation to intimate image sharing. A lot of young people feel that it isn't their place to get involved when someone is being sexually harassed, as they don't want to get involved in someone's business and don't know how to intervene. Young people may have become desensitised to abuse or sexual harassment online because of how common it is. Therefore, they may not report abusive comments, or circulation of explicit material because they presume that someone else will report it or help the person involved.

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### 4. Online Sexual Harm Handout

Each student should receive a copy of this handout to take home with them following the session. This handout contains information and helpful tips to emphasise and recap the learning taken from this suite of lessons.

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### 5. Summarise and Close

Recap on key learning points with the class and link to session outcome. Allow time for questions and signpost to appropriate support if needed.