

Respect me.

Don't sext me.

Sexting Education Pack

Activities and Teacher Resources

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Ready-to-copy handouts and other items are included in this pack. Additional copies can also be downloaded from www.secasa.com.au/pages/respect-me-dont-sext-me

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About SECASA

The South Eastern Centre Against Sexual Assault (SECASA) provides services within Melbourne’s Southern Metropolitan Region to children and adults, both female and male, who have been sexually assaulted. The Centre also works with non-offending family members, partners, caregivers and support workers.

The Southern Metropolitan Region encompasses the south east suburbs of Melbourne and covers the Mornington Peninsula, Westernport and the Dandenong, Berwick, Cranbourne and Pakenham growth corridors.

There are 16 CASAs across Victoria including the Sexual Assault Crisis Line (SACL) after hours service.

SECASA online

SECASA has a large online presence which includes social media pages, blogs, a phone app, a YouTube channel and two web sites:

- www.secasa.com.au has information and resources on sexual assault, child abuse, sexual harassment and family violence for victim/survivors, families and friends, the general public, community groups and professional workers.
- www.secasayouth.com.au has information and resources about sexual assault for young people.

Follow-up for students with additional needs – SECASA’s AWARE program

Through its AWARE Program, SECASA can provide assessment and treatment for students aged 4 – 17 whose behaviour may be identified as sexually abusive or problematic. This can include problems with internet pornography and transmitting sexual images.

Anyone who is concerned about a young person’s sexual behaviour can consult or make a referral to the program by calling:

- SECASA Duty Worker (03) 9594 2289 from 9.00 am to 5.30 pm Monday to Friday
- Sexual Assault Crisis Line 1800 806 292 after 5.00 pm, weekends and public holidays

About this pack

The materials in this pack are designed for use during unscheduled times for running short activities and as discussion aids. This pack is a resource and is not intended to be curriculum content.

Schools may wish to inform parents that this material will be delivered to students as part of the physical, personal and social learning curriculum. These materials are intended to help students to make positive decisions about their lifestyle and use of technology taking into account the values of their family, school and culture.

Aims and objectives

- To provide teacher resources for use with secondary students about issues related to sexting.
- To promote and encourage respectful relationships and ethical decision making in a digital world. The theme is ‘Respect me. Don’t sext me’.
- To encourage young people to view sexting as a potentially embarrassing activity.
- To provide young people with the knowledge and tools to:
 - Have a better understanding of some of the negative outcomes of sexting.
 - Develop some strategies to resist sexting requests.
 - Know what to do if they receive sexts.
 - Challenge the attitude of ‘sexting as normal and not a big deal’.
 - Be aware of the outcomes and risks for themselves and others; legal, social, personal and technological.

Materials in this pack

The following items are included in this Anti-Sexting Pack:

- 1 Poster
- 4 Story Cards with questions
- 30 Postcards
- “Dicing With Danger” game board, dice and counters
- “Sexting Fast Forward” game board
- 1 Fortune Teller/Chatterbox activity sheet
- 1 hard copy of the following print materials:
 - Teacher’s Resource with activities and background information about sexting
 - Sexting information sheet for parents
 - Sexting information sheet for students

- Evaluation form for teachers.

The following Department of Education and Childhood Development resources are included:

- “Sexting” Advice Sheet
- “A Step-by-Step Guide for Responding to Online Incidents of Inappropriate Behaviour Affecting Students” Chart
- “A Step-by-Step Guide for Removing Inappropriate Content from a Website, Facebook or other Social Media Site” Chart.

Additional materials available online only:

- 6 Zapps* to download
- Evaluation form for students.

*A Zapp is an image with an anti sexting message that can be downloaded onto a phone. Students are encouraged to use them to reply to a sexting request or make their own.

Background information

What is sexting?

“Sexting’ is a term created by the media to describe the practice of creating, sending and receiving sexually suggestive, semi-nude images, nude images or text messages. It most commonly refers to material sent using mobile phones and sometimes webcams. The term has been recognised and defined in one US court case as “an act of sending sexually explicit materials through mobile phones”, including images and text.”¹

This includes blogs, posts on social networking sites like Facebook or Twitter and images or clips from Skype or YouTube.

Some of the terms young people use for this activity are ‘nudes’ (“n00dz plz”), ‘selfies’ or they just ask for ‘a pic’ short for ‘a picture’ meaning one that is sexually explicit.

Sexually explicit content is sexually offensive by societal standards, for example nude or semi-nude images, material depicting people engaged in sexual activity or in sexually suggestive poses.

Exploring “sexually explicit”

What makes a picture sexually explicit can be difficult to determine. This is a good issue to explore with students. For instance bundling the terms ‘semi-nude and nude images’ together, could mean that “innocent photos taken at the beach are suddenly reclassified as ‘sexting’ photos. Theoretically, a 19 year old girl in a bikini is considered a ‘sexting’ photo. More recently the Office of the Victorian Privacy Commissioner has released a survey which defines sexting as a “nude or semi-clothed photo... this includes photos in underwear or swimwear”.... it will not be surprising if the researchers find that the majority of teens are sexters (as most teens have taken photos at swim carnivals or at the beach).”²

Why young people sext

Despite many long and short term risks, sexting has become is a part of what many adolescents do today. It is considered a new form of flirting, or a new rung on the ladder of sexual experience for adolescents and young people. Research shows;

- Sexting is considered the modern day truth or dare.
- It’s a way to get to know each other better.
- It’s easier to send a text or photo first as it’s not as forward or risky as a date in real life.
- Teenagers don’t think it has any major consequences.³
- Teenagers consider sexting to be a non-threatening way to explore their sexuality.³¹
- It avoids the risk of pregnancy or a sexually transmitted disease.³¹
- They have control over the production of the images.⁴

“The adolescent brain is still developing. Young people may be impulsive, focused on the present and likely to take risks. They are more likely to dismiss risks that they know about, thinking ‘It won’t happen to me’. They are capable of making good decisions, but do not always do so.”¹

Why girls might sext

- She may want someone to like her or notice her.
- She may feel pressured.

- She may think this is what is expected of her.
- She may think it is a way to show a boy how much she likes him.
- She sees pictures of other girls she knows or celebrities and believes it is ‘normal’ or that ‘everyone is doing it’.
- The sharing of something intimate might help her to feel closer to the recipient.
- It might make her feel good to flirt and be ‘sexy’.
- She may get a ‘rush’ from thinking she is doing something risky or dangerous.
- She may be proud of her body and want others to see it.
- In an online environment, those she’s talking with may demand ‘photographic proof’ of a claim. For instance if she says she’s got a hot body they may reply “Pics or bs!” which means she must send a pic or they won’t interact with her.⁵

Why boys might sext

- He is copying his role models such as footballers or celebrities.
- He wants to be ‘fun or flirtatious’.⁶
- Because it has become a part of dating.
- Because it is exciting and sexual.
- He may forward a sext for fun or as a joke.¹
- To be cool or to be seen to be cool.⁷
- He may feel he is expected to ask for one to show his mates as they have shown him images of their girlfriends, even if his girlfriend has asked him not to.³

“In dating relationships, teens may feel pressure to share nude pictures of themselves. In fact, one survey of teens found that about half of teens who admitted to sexting said they felt pressured into sending the photos. Teen girls seem to experience more pressure than teen boys to share explicit photos.”⁸

Information and communication technologies (ICTs) and sexuality

“[A] vital part of adolescence is thinking and experimenting with areas of sexuality. It is through experimentation and risk-taking that adolescents develop their identity and discover who they will be.”⁹

As teens gradually become aware of their sexuality, they frequently feel the need to share information about their experiences with others.¹⁰ Sexting is the result of a convergence between the well-recognised adolescent need for sexual exploration and new technology that allows teens to explore their sexual relationships via private photographs shared in real-time.

“Technology allows teenagers to negotiate this important task of exploring their sexual identity while avoiding the embarrassment of doing so face-to-face. Just as teens have long used the telephone to investigate dating and sexuality, because it allows interaction while concealing blushing or other physical reactions and body language, today’s youth are naturally adept at using recent technology, including text messages, for the same purposes.”¹¹

Sexual arousal and teenage choices

There are often a lot of emotions and hormones attached to romantic risk taking behaviours like sexting. Studies have found that rather than focusing on programs that ‘just say no’, health programs do better when they focus on the reasons why teenagers make a choice in the first place.¹²

When it comes to sexual behaviour, “The choices teenagers make have more to do with the situation or mood they are in than what they may or may not have been told about wise sexual behaviour.”¹³ For instance a study of teenagers and the influence sexual arousal played in decision making found that “Things that the students said they would never do while sexually unaroused, they were open to doing while under sexual arousal. Things they were unsure about doing while unaroused, they would certainly do under arousal.”¹³

In other words, making a decision based on emotion does not always allow us to think things through clearly. Explore ways of calming the hormonal rush, such as doing something romantic but non-sexual, or something energetic like going for a bike ride, or something that grounds them like spending time with family.

Sexting and the objectification of women and girls

While sexting can be understood in the context of adolescent sexual exploration, there is a fine line between exploration and exploitation and the sexual objectification of women and girls.¹⁴ Like patterns of sexual assault generally, sexting has a gender bias as “It is mostly images of young women that are being distributed, but it is also young women who are

being labelled and judged by their peers and broader society for engaging in sexual behaviour in the first place – rather than a simultaneous focus on those (both male and female) who send on the original messages.”¹⁵ Sexts reinforce the objectification of women and girls.

If you Google the definition of sexting, you usually find something like this:

“n00dz: Generally, a single or set of pictures containing an ass, tit, or vadge shot of a female. The lesser known “male n00dz” are less sought after, and hold less value when willing to trade.”¹⁶

How common is sexting?

“The Association of Independent Schools of Victoria (AISV) CyberCulture Survey (2008), involving 4,770 students aged 14-18 years, and the Kids Help Line Poll (2009) both included questions about sexting. 39% of those who participated in the KHL online survey reported having engaged in 'sexting'; maybe not a surprising figure given that all 548 participants were self-identifying cyberbully victims, and more than three quarters were female. The AISV Survey on the other hand, reported only 7.3% of young people had sent a nude picture, with figures highest amongst young women. Limited evidence is available beyond these results, with little information indicating whether images were self-produced or not, and who they were sent to and why. Neither survey was representative of the Australian youth population.”³

Sexting and risk taking behaviour

Risk-taking is usually defined as the engagement in behaviours that are associated with some probability of negative outcomes.¹⁷ “Being prepared to take a risk is fundamental to human learning as we endeavour to develop new skills and behaviours, and abandon the familiar to explore what we know less well. For children and young people this is especially important as they try new activities and test their limits in their quest to become fully functioning, competent adults.

If we accept that the outcomes of risk-taking may be positive or negative, a broader definition of risk is required. Hence, risk is perhaps better defined as situations in which we are required to make choices among alternative courses of action where the outcome is unknown.”¹⁸

According to a recent study by University College London¹⁹, “Risk-taking behaviour peaks during adolescence, suggesting that teens are “programmed” to take risks more often than other age groups. The same study also found that teens took risks because they liked the *thrill* of risk-taking as opposed to not being able to understand the consequences of their behaviour.”²⁰

Positive risk-taking not only serves as a means to boost self-confidence, but to also help prevent negative risk-taking behaviour. The positive effects of healthy risk-taking include higher self-esteem, confidence, feeling more satisfied with their weight and body image.²⁰

- Examples of **positive risk-taking** behaviour include - playing sport, artistic & creative activities, traveling, making new friends or entering academic competitions.
- Examples of **unhealthy risk-taking** behaviour include unprotected sex, substance abuse, sexting, stealing or gang activity.²¹

What is private/privacy?

The concept of privacy for teens

Privacy is a very fluid notion for young people. For adults, most would believe their home was a private space, but for young people it is not a private space as their parents often enter young people's bedrooms. Their concept of privacy when it comes to communication devices is interpreted within the context of the setting in which they find themselves. For instance, they might see their computer or online accounts as ‘private’ but are still aware that the owners of this software are constantly gathering data about their activities and are able to send them advertising every time they use them.²² This does not mean that young people do not value privacy.

“To make a point about privacy, the educators put together a slide show of images grabbed from students’ Facebook profiles and displayed these images to the student body. Students were furious. One student told a reporter that this stunt is ‘a violation of privacy.’ (Even though the images were freely available on the internet) By taking the images out of context, the educators had violated students’ social norms and, thus, their sense of dignity, fairness, and respect. This incident does not reveal that teens don’t understand privacy, but rather, that they lack the agency to assert [their accepted teenage] ‘social norms’ and expect that others will respect them. Privacy and teenagers [must therefore] be contextualised.”²³

Teens, ICTs and privacy

When a young person uses information communication technology (ICT) to communicate, it is assumed that others will

understand and respect the boundaries set by their social norms. Studies show that many teenagers believe their online activity is private.²⁴ Even though they are dealing with a public forum (the internet), they would not expect a friend to tell their parents about any posts they made on facebook. If they send a confidential text to a friend, they do not expect the recipient to make that text public even though they know it is possible for them to do this. When a sext, sent in confidence is made public, it is often difficult for a young person to understand ‘how could they do that’. It has nothing to do with the technology. It has to do with the social context in which they believed it would be kept private.

It can be good to explore the issue of ethical responsibility in regards to privacy and to others – for instance what should they do if someone sends them a nude photo or an image designed to humiliate someone else?²⁵

Privacy and trust

“Trust is a very significant issue for teenagers and it regularly emerges in discussions about privacy. Many teens aren’t confident that they can trust those around them, even their closest friends. All too often, teens use the information that they gather about others to “start drama,” performing gossip and social conflict for a wide audience on social media.”²³

Another contributing factor is the variable nature of teenage relationships. Romantic breakups or a falling out with close friends can be explosive and feelings often run high. This is when that which was considered confidential and private, is most vulnerable to being made public. Even if nothing happens to digital images or data initially, the material remains able to be duplicated and forwarded until it is deleted.

How ‘deleted’ is deleted?

Studies show that most teenagers believe that an image, clip or message can be erased completely after it has been sent.²⁴ This is not true as once digital information has been sent, there is no telling if copies were made. Deleted images also remain in the ‘deleted’ and ‘sent’ folders of a device until these are purged. If the image is uploaded to the internet, to a private page, or is online for a short time, copies can be made. This is particularly if it has been put onto a social networking site. If someone takes a sext of themselves, the only way to make sure it is never shared is to not send it on and to delete it and empty the deleted folder. Even keeping sexts on your own phone can be a risk. There have been cases where images have been forwarded or copied from a phone without the owner’s knowledge or permission.

Is there any such thing as ‘safe sexting’?

All the experts agree that there is no such thing as ‘safe sexting’.²⁶ There have been a number of safer sexting options suggested. For instance taking a picture of the neck down or covering the face with a mask. However 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.

There has been publicity about apps such as ‘Snapchat’ which allow users to set a timer on how long their image is displayed before the image is automatically deleted. These apps have a number of flaws. A receiver can take a photo of the image with a camera or another phone prior to it being deleted. Receivers can take a screen shot of the image. “Unopened files from Snapchat can actually be saved on a local computer. This can be done by connecting the recipient smartphone to a PC then searching for the Snapchat’s file repository folder.”

“Once the ‘hot files’ are found, they can be easily dragged and copied to a computer’s drive, quashing Snapchat’s claims that your momentary indiscretions, sent to someone else’s phone, are gone forever after a preset countdown for the file’s self-deletion process.”²⁷

Risks relating to sexting

Sexting can damage personal relationships with friends, boyfriend/girlfriend and family, as well as damaging a young person’s reputation. Other outcomes might be a legal conviction. This may effect a current job, scholarship or position, future academic opportunities, future career opportunities. Entry into certain countries may be forbidden because of a child pornography charge.

Reputational damage due to images being distributed may include classmates and friends thinking differently about a person, losing a scholarship or current job. Employers Google job applicants for background information. If a sext comes up it may limit future academic or career opportunities.

Authorities have also found sexts sent by Victorian teens in international paedophile collections.²⁸

Legal issues

The law says that anyone under 18 who is involved in sexting is at risk of being charged under child pornography laws, even if they wanted to do it and felt comfortable doing it. It may be illegal to:

- **Take** a sexy image or clip of yourself: this is the creation of child pornography.

- **Send** a sexy image or clip of yourself: this is transmission of child pornography. Even if you wanted to do it and felt comfortable doing it.
- **Receive** and keep a sexy image or clip of someone, whether you asked for it or not: this is possession of child pornography.
- **Forward** a sexy or suggestive image of someone who is under 18. This is distribution of child pornography.
- **Ask** someone under 18 to send you a naked or semi-naked photo of him or herself. “It is a crime to use the internet or a mobile phone to ask anyone who is or appears to be under the age of 18 to send you a sexual image. This is called soliciting child pornography material and carries a maximum penalty of up to 15 years in jail.”²⁹

“In Australia, 16 and 17 year olds are legally permitted to consent to a full range of sexual interaction with other people their own age. They are not, however, legally able to consent to viewing, producing or distributing visual images of this consensual activity. Young people in this age group who photograph themselves in ‘a sexual situation’, either alone or with another person, can conceivably be charged with producing and distributing child pornography, under the Crimes Act. They are liable to be charged as ‘sex offenders’ under legislation that is (in theory) designed to protect them from predators.”³⁰

Anti-stalking laws prohibit the constant sending of unflattering (but not necessarily illegal) images, offensive texts or memes. A ‘meme’ is an idea, behaviour or style that spreads from person to person within a culture.

An internet meme is when someone takes an item, for example an image that someone else has put online, and adds their own text to it. This usually makes the message unflattering, and often mean or abusive. An internet meme could also involve a hyperlink, video, website, or hashtag.

Possible changes to the law

- In April 2011 the Attorney General asked the Victorian Law Reform Commission (VLRC) to review the laws governing the registration of sex offenders and the use of information by law enforcement and child protection agencies.
- One of the recommendations in the VLRC’s report was that young adults successfully prosecuted for consensual sexting would no longer be automatically placed on the Register of Sex Offenders.
- The Government is still looking at its options about possible legislative changes.
- It is unlikely that sexting will be removed from the criminal code, but it is expected that charges will not be laid for consensual sexting when images are not forwarded.
- Whatever the legal changes, there will still be a need for education about the pitfalls of sexting and its implications on a person’s digital footprint and digital reputation.

Psychological risks related to sexting

Counsellors “are now beginning to see girls involved in sexting presenting with many of the same psychological symptoms as those who have been raped. In a manner frighteningly similar to the ways in which rape victims experience post-traumatic stress following their attacks, sexting incidents can lead those involved to withdraw from the world, to suffer from flashbacks, and to become overwhelmed by an inability to get their lives back in order.”³¹

Common feelings are guilt, embarrassment, shame, regret, anxiety.³²

Some of the psychological consequences could include:

- Trouble sleeping and eating
- Lack of motivation
- Decreased performance at school
- Depression
- Feeling suicidal.

Other risks

Young people have also talked about:

- Their ex-friends using images as blackmail, threatening to publish images to the internet or sending them on to others unless they get what they want.
- Being sent or shown images or videos, sometimes of people they know or of pornography, without their first having agreed to look.³

Studies have shown that “sexting can lead to a desensitisation of young people to issues of intimacy. Many young people have a somewhat blasé attitude to the subject. Only a minority believed that the extended distribution of explicit images of an individual is done to cause upset, and few feel that young people need further support in this area.”³³

Some possible outcomes for refusing to sext**For girls**

- She might think this will damage her relationship with her boyfriend.
- She might be afraid that everyone will find out she said no and tease her.
- She might be afraid of what her friends might think of her if she says no.
- She may feel proud of herself for saying no and keeping herself safe.
- She may feel a great sense of relief that she does not have to worry about what might happen to it.

For boys

- If he doesn’t ask for one, he might be afraid his girlfriend might think he doesn’t like the way she looks.
- He might be labelled as ‘gay’.
- He could be ostracised by his peer group.
- His masculinity might be questioned.
- Boys feel pressured to either have sexy photos on their phones or to look at photos on other people’s phones whether they want to or not.

Exit strategies or ways to say ‘no’

A part of changing behaviour is to address possible negatives associated with the change. With sexting being a part of relationship building for young people, it is important to look at the issues of saying ‘no’ and rejection.

Experts recommend talking to youth “about potential scenarios, and thinking through strategies together on how to deal with those scenarios if they arise. This could be done by discussing hypothetical scenarios or even role-playing.”³⁴

Zapp it!

As a part of this pack, SECASA has created 6 Zapps, each with a fun but firm message that the sender does not want to send a sext. Students can download these to their phones and practice sending them as a way of refusing with dignity. They are also encouraged to create their own.

Saying no

All teens need to say no sometimes even to people they care about. They may have to say no to a party or other invitation or drugs, alcohol or other risky activities. People say no for all kinds of reasons and it can be good to explore this. Saying no to someone does not mean that you do not like them or care about them.

A lot of people do not feel confident about saying no, but try to remember why you are saying no in the first place. It may also help to practice saying no. Some things that can be said might include:

- "I don't think that would be good for me/us."
- "I don't want to get in trouble."
- "I'm not ready for that yet."
- "Don't be an idiot."
- "No thanks; why don't we do _____ instead."

People who have trouble saying no, often find themselves saying yes. The possible outcomes to always saying yes could be:

- Being pressured into things you don't want to do
- Losing respect for yourself and your boy or girlfriend
- Being treated unfairly or taken advantage of
- Feelings of powerlessness, anger, or depression ³⁵

Rejection - What if someone says no

There is a lot of emphasis in today's society to be the best and to always achieve what you set out to do – ‘failure is not an option’. In relationships, sexual or not, each party has the right to say no to anything they don't feel comfortable doing. People who are told no must accept rejection as a part of life and not over react to not getting their own way.

An important part of learning what it means to be in a relationship is caring enough about the other person to take ‘no’ for an answer graciously. The key message is ‘if you really care about someone you will not want them to do something they don't want to do just to please you, particularly something that puts them at risk’.

Stress that when things “don't go our way it is only natural to feel any number of negative or unpleasant emotions; sadness, anger, hopelessness, frustration etc. These feelings are part of life, and we all have to learn to live with them.” ³⁶

Peers and bystanders

The behaviour of friends can play a key role in keeping each other safe. “... peer groups are like relationship laboratories where teens experiment and learn about issues like trust, intimacy, respect, disclosure and acceptance as an autonomous (not linked to parents) person.” ³⁷

“The desire, or need, teens have to be accepted and be affirmed by their peers can be very strong. Sometimes referred to as the cool factor, or the intimidation factor, this need for acceptance can often result in teenagers choosing to take risks to either impress or be accepted by the group.” ³⁸

“While we tend to think that peer influence leads teens to engage in unhealthy and unsafe behaviours, it can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports and other productive endeavours. In fact, most teens report that their peers pressure them not to engage in drug use and sexual activity.” ³⁴

“I asked my best friend if I should (send a sext) or not. She said the best thing a best friend could say to me that day, no. She told me I was better than that and that I shouldn't have to send a photo for him to like me... If he gets angry at you for saying no, in the end, he was really not worth your time. He should love you for who you are and not what your body looks like.” (13 year old female) ³⁹

What to do if you are sent a sext

When a student has received or been forwarded a sexually explicit text or image they should:

- Not forward the image to anyone else
- Delete the image immediately from their phone or computer
- If it is one they did not ask for, tell the sender they do not wish to be sent such images or texts
- If they keep being sent sexts, tell a trusted adult or contact the Police.

Responding to sexting

Strategies for teachers

If you have reason to believe that a student may be involved in sexting:

- Talk to the student to find out what has happened
- Talk to your school leadership
- Call the Department of Education and Early Childhood Student Critical Incident Advisory Unit for advice.

The CYFA (2005) states that doctors, nurses, teachers and police are mandated reporters. This means that they must report to DHS Child Protection when they form a belief on reasonable grounds that a child has suffered or is likely to suffer significant harm, resulting from physical injury or sexual abuse, and the parents have not, or are unlikely, or unable, to protect the child from harm of this type.

For more information about mandatory reporting see www.elearn.com.au/deecd/mandatoryreporting/external/

See the Department of Education and Early Childhood Development chart: “A Step-by-Step Guide for Responding to

Online Incidents of Inappropriate Behaviour Affecting Students”.

Relevant legislation

Child pornography

Child Pornography means a film, photograph, publication or computer game that describes or depicts a person who is, or appears to be, a minor engaging in sexual activities or depicted in an indecent sexual manner or context. A minor is defined as a person under the age of 18.

Commonwealth offences (www.comlaw.gov.au)

Criminal Code Act 1995 – C2004A04868:

- 474.19 Using a carriage service for child pornography material
- 474.20 Possessing, controlling, producing, supplying or obtaining child pornography material for use through a carriage service
- 474.22 Using a carriage service for child abuse material
- 474.23 Possessing, controlling, producing, supplying or obtaining child abuse material for use through a carriage service
- 474.26 Using a carriage service to procure persons under 16 years of age
- 474.27 Using a carriage service to “groom” persons under 16 years of age
- 474.27A Using a carriage service to transmit indecent communication to a person under 16 years of age.

Victorian offences (www.legislation.vic.gov.au)

- Possess Child Pornography (Crimes Act, Section 70)
- Transmit Child Pornography (Classifications Act, Section 57A)
- Production of Child Pornography (Crime Act, Section 68)
- Procurement of minor for child pornography (Crimes Act, Section 69)

Stalking

Commonwealth offences (www.comlaw.gov.au)

Crimes Legislation Amendment (Telecommunications Offences and Other Measures) Act (No. 2) 2004:

- 474.15 Using a carriage service to make a threat
- 474.17 Using a carriage service to menace, harass or cause offence.

Victorian offences (www.legislation.vic.gov.au)

In Victoria the Crimes Act 1958 legislation was updated by the Crimes (Stalking) Act 2003, which extended the definition of stalking to include electronic media.

Crimes Act 1958:

- 21A. Stalking
- Personal Safety and Intervention Orders Act 2010 – Section 10.

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Useful contacts

Victoria Police

Victoria Police has 27 teams of specialist detectives who are trained to investigate sexual assault and child abuse: the Sexual Offences and Child Abuse Investigation Teams (SOCITs). SOCITs work with the Department of Human Services and the CASAs to provide combined services.

To find the nearest SOCIT, contact your local police station or see the Victoria Police web site: www.police.vic.gov.au

Victoria Legal Aid

Phone: 03 9269 0120

Web: www.legalaid.vic.gov.au

Youth Law

Phone: 03 9611 2412

Web: youthlaw.asn.au

Kids Helpline

Phone: 1800 55 1800

Web: www.kidshelp.com.au

CyberSmart

Web: www.cybersmart.gov.au

Headspace

Web: www.headspace.org.au Online counselling service: www.eheadspace.org.au

Crimestoppers

Phone: 1800 333 000

Web: crimestoppers.com.au

Australian Communication and Media Authority (ACMA)

Web: www.acma.gov.au

South Eastern Centre Against Sexual Assault

Phone: 03 9928 8741

Crisis: 03 9594 2289

Web: www.secasa.com.au

Other Victorian Centres Against Sexual Assault

In Victoria to contact your nearest Centre Against Sexual Assault phone the Sexual Assault Crisis Line.

Phone: 1800 806 292

Web: www.sacl.com.au

Activity outlines

Note: DO NOT ask students directly if they have sent or received sexts. Students who wish to speak with you can do so privately after the class.

Choose from these activities to suit available class time. It is recommended that you choose an ice breaker activity or game first so that students can visualise the situation before going on to the Nikki and Matt story cards.

Ice-breaker game: “Legal or Illegal?”

Time: 5 - 20 mins depending on how many questions used

Identify issues around sexting

- Ask students to stand.
- Designate 3 areas of the room as: “Legal”, “Not Sure”, “Illegal”.
- Read out the first scenario.
- Ask students to move to “Legal”, “Not Sure” or “Illegal”.
- Ask students why they chose that option and tease out their thoughts. **Don’t seek to deliver facts** – summarise the issues students have raised.
- Repeat with other questions.
- **Recap the issues that students have raised**, so they can be addressed later.

Scenarios to read out to students (Note: these scenarios do not have to be read in order):

1. A teacher “friends” a student on Facebook and discusses personal things with them. (**Legal** but breach of professional conduct)
2. A teacher interacts with students using email for school-related matters. (**Legal**)
3. A teacher flirts sexually with a student on a social media site. (Breach of professional conduct. **Illegal if student under 18**)
4. A 16 year old girl sends a naked image of herself to her 17 year old boyfriend. (**Illegal** under current laws)
5. A 22 year old woman sends a naked image of herself to her 24 year old boyfriend. (**Legal**)
6. A 19 year old guy sends a naked image of himself to a 19 year old girl whom he likes. (**Legal**, but if she didn’t want this, it might be sexual harassment depending on circumstances).
7. A 16 year old girl takes a picture of her two 16 year old friends in their bikini’s down at the beach and posts the photo up on facebook tagging them as being at the beach. (**Legal**, they are not showing any of their private areas, although always check with your friends before posting their pictures).

Interactive board games

About the interactive board games

Some of the resources we have developed in this resource “Respect Me – Don’t Sext Me” are interactive board games. These games were specially developed to ensure they would engage students, rather than students having to sit constantly and listen to an entire workshop of information.

Interactive games would ensure that the workshops were broken up so that there would be a variety of activities to keep the students engaged with the topics and to allow them a chance to participate as a group together, which would encourage discussions to happen by demonstrating through the board games how an individual could be affected by sexting.

The games are designed for the students to pretend that this situation could be occurring to them or their close friends, allowing the students to experience first hand, albeit in a safe environment, what the effects could be on someone who sends a sext or on someone who is forced or pressured into sending a sext. This allows students to learn about sexting and cyber safety through active classroom participation and from hearing the views and opinions from their peers, which is often the information students will listen to and take more seriously.

“Dicing With Danger” board game

Time: 15 - 20 mins

Group size: For groups of up to 4 players

Included in this pack: 1 board, dice and coloured counters.

Instructions:

- Each player rolls the dice and moves over the squares, based on the number thrown.
- Follow the instructions on the squares – roll the dice and try to get to the end of the game without something bad happening.
- When a group member/individual reaches the last square or 15 minutes has passed, ask students where they ended up on the board and what happened to them.
- **Hand out copies of the “Sexting Information sheet for students”**

“Sexting Fast Forward” board game

Time: 5 - 8 mins

Group size: For groups of 2 - 4 players:

Included in this pack: 1 board, dice and coloured counters.

Instructions:

- This game takes six rolls of the dice to complete.
- Each player rolls the dice and jumps to the right, based on the number thrown.
- Read out the situation on the square that is landed on.
- Repeat, moving left to right across the board, for five throws.
- Discuss the questions on the left side of the board.
- (Optional) Explain that sexting is like gambling – sometimes it may work in a person’s favour but there are also times you could lose, which could mean you lose your reputation and could affect you for years to come.

“Flying Into Danger” paper airplane game

Time: 15 – 20 mins

You will need: Sheets of A4 paper, pencils, sticky tape, a waste paper basket or cardboard box.

Using Paper Aeroplanes to Summarise Students’ Learning

Task 1:

- Divide the class into small groups
- Give each group 4 pieces of paper
- Ask them to write on each piece, something that might happen if someone sends a sext of themselves to someone else. **DO NOT WRITE ‘NOTHING HAPPENS’.**

Task 2:

- Groups stick their papers describing events on the floor around the waste paper basket/box – about 2 feet from each other.
- Stick a sign “Nothing Happens” on the waste paper basket/box.

Task 3:

- Give each student a piece of paper.
- Ask them to write their name on it, and then fold it into a plane.
- In turn, students throw their plane – trying to get it into the waste paper basket/box.

Task 4:

- Look at where each plane landed – what happened to each person.
- How many went into the “Nothing happens” bin and how many got into trouble?

“Fortune Teller” chatterbox

Time: 10 mins – Fold in class to take home

Fold a Chatterbox and tell your fortune – take home fun

- Give a copy of the Chatterbox to each student.
- Cut off the Instructions/To Play strip, leaving the Chatterbox square.
- Follow the instructions on the sheet to fold the Chatterbox and play with it.

“Sexting Information sheet for students” – Handout

Time: 2 - 5 mins

Can be used to draw out thoughts, confirm or summarise points, and for students to take away. Contents include:

- What is sexting
- Why people sext
- Legal issues and possible consequences
- What to do

Case Studies – for class discussion

Time: 3 - 5 mins each case study

These case studies are included as another activity for teachers to use (if they wish) to create some discussion. Case study 2 is important as young people will still 'friend' someone on social media sites like Facebook, because another friend of theirs is friends with the person. Young people believe that the 'stranger' must therefore be able to be trusted - yet they do not necessarily know the person. Online dating/chat rooms can also be an issue when people trust a stranger because they have been speaking to them online for 2-4 months and think it is safe to meet that person face to face.

Case Study 1 – identify the issues

A 16 year old boy asks his 16 year old girlfriend to send him a sexy photo for his birthday. She isn't comfortable with this, but does it anyway. The boy sends the image to two of his best mates, who make comments to the girl. She is upset, and the boys say that because she sent the picture she gave consent for what happened to it.

Case Study 2 – identify the issues

Janet meets a man via an online dating site. He lives overseas and they talk on Skype. He persuades her to take her clothes off during one conversation, and he takes screen shots without her knowing. Later he tries to blackmail her, threatening to circulate the pictures to people she knows, if she does not pay money to him. She refuses and he creates a false Facebook account in her name, using the photos – and “friends” people she knows. Janet finds out when members of her family are “friended” and see the pictures.

Hand out copies of the “Sexting Information sheet for students”.

“Zapps” image resources for mobile phones

Time: 10 mins

These are 6 images that can be sent instead of a sext.

- On phone, go to <http://www.secasa.com.au/pages/respect-me-dont-sex-me/zapps>
- Follow the instructions on-screen.

“Post Cards” – to take home

Included in this pack: 30 post cards

Take home and share with the family

Post Cards summarising key messages and Matt and Nikki’s story.

- Give out the post cards to students as a reminder of Matt and Nikki’s story on the poster and the story cards.
- Reinforce the key points on the card that have been covered.
- Ask students to take them home to give to parents and talk about the class activities.
- Point out the legal information on the back.
- Ask: Who would you talk to if something happened? Community Legal Centres could help them.

“How did this happen?” Matt and Nikki’s story

Time: 20 - 25 mins

Included in this pack: Poster and 4 Story Cards

Group size: Small group activity

- Assign students into 4 small groups.
- Display the poster and explain that this illustrates a story about sexting:
 - First, Matt asks Nikki to send him a sexy picture of herself.
 - Nikki is not comfortable, but her friends persuade her.
 - Matt receives the sext, and later sends it to some of his friends.
 - Many people see it and make comments. Nikki is upset.

- Give each group one Story Card. Ask them to read out the questions on the back as a group, answer them and discuss the story events and issues.
- Please stress to the students that both Matt and Nikki are under 18 and that both of them have mobile phones.
- DO NOT ask students directly if they have sent or received sexts. Students who wish to speak with you could do so privately after the class.
- After 3 - 4 minutes, ask students to get ready to summarise the main points from their answers.
- In order of the story events ask each group to give their summary, starting with the group that has Matt’s request for a picture.
- Resolve any differences of opinion about the motivation of the characters, how they might feel about what happens and the part played by peer group pressure.
- Ask: What do you think about the tag line on the poster: “Respect Me – Don’t Sext Me?”
- **Hand out copies of the “Sexting Information sheet for students”**
- Display the poster during other activities.

Matt and Nikki’s story – Card 1 – Asking for a pic



BLUE

This panel is drawing out issues to do with **asking** for sexts. Use it to:

- Define the terms *sexting* and *sexually explicit*
- Explore risk taking behaviour
- Explore the part peer pressure can play
- Saying no – rejection in a respectful relationship

Note: Page numbers in the table below refer to pages within this document

Question	Issues to explore
<p>1. What is sexting? See: What is sexting? - p 2</p>	<ul style="list-style-type: none"> • What is ‘sexually explicit’? • Is a photo of someone wearing a bathing costume sexually explicit?
<p>2. Why might Matt ask Nikki to send him a sext? See: Why boys might sext - p 3, Sexting and risk taking behaviour – p 4</p>	<ul style="list-style-type: none"> • What is risk taking behavior? • What are some examples of positive and unhealthy risk taking behaviours?
<p>3. Could Matt get in trouble for asking for a sext? See: Legal issues - p 5</p> <p>If he is under 18, or Nikki is under 18 sexting is illegal. By asking a person under 18 to take and send a sexy picture Matt is asking Nikki to commit a crime.</p>	<ul style="list-style-type: none"> • If both Matt and Nikki agree, are there any legal consequences of taking and/or sending a sext of <i>yourself</i> to someone else?
<p>4. Why might Nikki say no? See: Legal issues - p 5</p> <ul style="list-style-type: none"> • It is illegal to send a sext if either party is under 18. 	<ul style="list-style-type: none"> • Everyone has the right to say no to something they don’t feel comfortable doing.
<p>5. How might Matt react if Nikki says no? See: Rejection – p 8</p>	<ul style="list-style-type: none"> • What are some other situations where a person might face rejection? Eg. Not being picked for a sports team, not being invited to a party, friends not liking your joke or idea. • Dealing with rejection • What are some strategies for dealing with rejection? Here are some examples: <ul style="list-style-type: none"> ○ Accept rejection as part of living ○ Keep things in perspective ○ Be realistic and not take it personally ○ Get support from family and friends if you need to ○ Everyone has a right to say no or the right to agree to disagree.

Matt and Nikki’s story – Card 2 – To send one or not to send one?



GREEN

This panel is drawing out issues young people may face **when asked** for a sext. Use it to explore:

- The reasons why people send sexts
- Peer pressure for girls
- Outcomes if Nikki says no
- How to say no.

Note: Page numbers in the table below refer to pages within this document

Question	Issues to explore
<p>1. Why might Nikki send a sext? See: Why young people sext - p 2</p>	<ul style="list-style-type: none"> • What are some of the reasons young people give as to why they send sexts? • Why might Nikki feel uncomfortable?
<p>2. What might be the outcomes for Nikki if she decides not to send a sext to Matt? See: Possible outcomes for girls - p 7</p>	<ul style="list-style-type: none"> • What are some good or bad outcomes for Nikki not sending a sext? • What might happen to the sext if they break up?
<p>3. What do you think Nikki’s friends should/could say to help her? See: Peers and bystanders - p 8</p>	<ul style="list-style-type: none"> • Are Nikki’s friends listening to her and being supportive? • What could they do differently? • What role do friends play in making decisions like this?
<p>4. Does it matter who asks for a sext? There are lots of reasons someone might ask for a sext so it’s good to be aware of who is doing the asking. It might be a paedophile from the internet who is pretending to be a young person. It might be someone who wants to get you in trouble.</p>	<ul style="list-style-type: none"> • What if Matt was someone she didn’t know? • What if Matt was someone in Nikki’s family? • What if Matt was someone Nikki only knew from the internet but had never met? • What if Matt was someone who bullied Nikki? • When, if at all, should Nikki alert Police?
<p>5. If Nikki didn’t want to send a sext, how could she tell Matt no? See: Exit strategies or ways to say 'no' - p 7 Nikki could send Matt a Zapp.</p>	<ul style="list-style-type: none"> • What could Nikki do to give herself time to think about what she wants to do? • How could Nikki say no? • How and when to use a Zapp. • How else could Nikki show her feelings instead of sending a sext? • If Nikki knew Matt could get into trouble for having a sext of her, should she still send it?

Matt and Nikki’s story – Card 3 – Receiving a sext



PURPLE

This panel is drawing out issues to do with **receiving** a sext. Use it to explore:

- What to do when a sext is received
- Issues to do with forwarding sexts

Note: Page numbers in the table below refer to pages within this document

Question	Issues to explore
<p>1. What could you do if you receive a sext? See: What to do if you are sent a sext - p 8</p>	<ul style="list-style-type: none"> • What should Matt do with this sext? • Does it make a difference if; <ul style="list-style-type: none"> ○ Matt is sent an image taken of someone without their knowledge or consent? ○ Matt is sent a sext from someone he does not know? ○ Matt is sent a sext he had not asked for that is of someone he knows?
<p>2. What difference, if any, has sending a sext made to Nikki and Matt’s relationship? See: Legal issues - p 5, What is private - p 4, Why young people sext - p 2</p>	<ul style="list-style-type: none"> • If Nikki sends a sext, might it change her relationship with Matt? Why/Why not? • If both Matt and Nikki consent to sexting with each other are there any legal consequences? • If this sext was from another girl, would that make a difference? • What is private in a relationship?
<p>3. What could Matt do now? See: What is private/privacy - p 4, Peers and bystanders - p 8, Why young people sext - p 2</p>	<ul style="list-style-type: none"> • Who gets to make the decisions about what happens to the sext once Nikki has sent it to Matt? • Would Matt think forwarding the sext might have any bad outcomes for Nikki? • Would Matt feel any pressures to share the image? If so, what pressures and from whom? • What part does peer pressure play in what is seen as ‘normal’ or ‘expected’.

Matt and Nikki’s story – Card 4 – The consequences of sexting



RED

This panel is drawing out issues to do with a sext that has **been forwarded**. Use it to explore:

- What can happen to a sext once you send it
- Some of the outcomes for the person who sent it and the one who sent it on
- What a student can do

Note: Page numbers in the table below refer to pages within this document

Question	Issues to explore
<p>1. What can happen to the sext after it has been forwarded?</p> <p>See: Risks related to sexting - p 5</p> <p>Ultimately the only person’s behaviour we have the power to control is our own. Nikki made a choice, now Matt has to make a choice. One photo can end up defining who you are for a long time.</p>	<ul style="list-style-type: none"> • Where might the sext have gone? • Might it go onto the internet? • Who might have seen it? • What might others do with the picture?
<p>2. What might some of the outcomes be for Nikki and Matt?</p> <p>See: Risks related to sexting - p 5, Why young people sext - p 2</p>	<ul style="list-style-type: none"> • What might be some of the long term outcomes for Nikki and Matt? • What might be some of the outcomes for Nikki’s family or Matt’s family?
<p>3. What might Nikki be feeling right now?</p> <p>See: Risks related to sexting - p 5</p>	
<p>4. What can Matt and Nikki do now?</p> <p>See: Sexting information sheet for students, Useful contacts - p 12</p> <p>What could Nikki and Matt do to remove a sext from circulation?</p> <ul style="list-style-type: none"> • Matt could delete the pic. • Matt could ask his friends to delete it. <p>What could Matt do to support Nikki?</p> <ul style="list-style-type: none"> • Matt could accept responsibility for sending it on and apologise for being disrespectful. • Matt could stand up for Nikki if people tease her about the sext. <p>What other support is available to Nikki?</p> <ul style="list-style-type: none"> • Both Nikki and Matt might need legal advice from Youth Law or Victoria Legal Aid. • Nikki could ask her friends or family to be supportive. • She could seek counselling or support groups through an organisation such as Headspace. 	<ul style="list-style-type: none"> • What could Nikki and Matt do to remove a sext from circulation? • What could Matt do to support Nikki? • What other support is available to Nikki?