

# Understanding the risks of sexting



## Theme

Understanding different risks associated with media use and develop strategies to stay safe

## Aims

To identify risks associated with media and social media use and develop appropriate strategies to resist sexting.

## Objectives

1. Identify a number of risks associated with media / social media use.
2. Consider the evidence about what strategies are best for staying safe.
3. Analyse an example of 'active skill base learning'
4. Identify other scenarios in which active skill based learning could be applied.

## Target audience

12+

## Youth worker activity (step by step)

1. Facilitate a discussion to identify the potential risks associated with media/ social media use.
2. Project the report from UK PSHE association and discuss section 21. Active Skill-Based Learning.
3. Project a definition of the term and facilitate a discussion about the meaning of 'sexting'.
  - Show the film 'Send me a Selfie'
  - Discuss how this exchange might lead to sexting
  - Discuss ways in which the character Chris could resist the peer group pressure from his friend
  - One way to resist peer group pressure is to use questions to deflect eg. How do you think she will feel if I hassle her? How would you feel if someone was hassling your sister?
4. Facilitate a discussion to identify other scenarios where role play could be used to develop skills that young people can use to stay safe.

## Learner activity (step by step)

1. Identify potential risks.
2. Note the importance of active skill based learning and discuss the best ways to develop skills required to stay safe.
3. Discuss the meaning of the term 'sexting' and identify examples of when that might happen.
  - Watch the film 'Send me a Selfie'

- Identify ways in which this scenario might lead to sexting
- Identify ways in which the character Chris could resist the peer group pressure from his friend
- Using role play practice the skills that one of the characters might use to resist peer group pressure

4. Identify other scenarios that young people could role play in order to practice skills that might use to stay safe.

### Resources required

1a. Access to a list of [potential risks](#) associated with media/social media use.

1b. Access to another list of [potential risks](#) associated with media/social media use.

2. Access to a research into [effective approaches to preventative education](#).

*“Researchers highlight the importance of active skills-based learning – defined as ‘anything that involves students in doing things and thinking about what they are doing’ (Herbert and Lohrmann, 2011). A range of research agrees that primarily non-interactive strategies, or those based on knowledge alone are not effective (UNODC, 2004; Jones et al., 2014b; Thomas et al., 2015). Opportunities to practise skills are identified as important by a number of reports (UNODC, 2004; Jones, 2010; Thomas et al., 2015). Active learning strategies allow pupils to engage in skills practice. Providing pupils with opportunities to make real decisions about their lives, including in school, offers an opportunity for this kind of skills practice.”*

3a. Access to a definition of the term ‘[Sexting](#)’.

3b. Access to the film ‘[Send me a Selfie](#)’

3c. A scenario to be used to facilitate role play and active skill development.

*Send me a selfie*

*Chris started sending texts to Megan because he likes her. Then, he asked her for a selfie and she stopped responding to his texts. His mate, Jamie, said she is boring and started to apply a bit of peer pressure. How can Chris challenge Jamie? Using role play, have a go at practicing asking the right kind of questions that might get Jamie to think about what he is doing*

### Assessment of learning

- Assess contributions to discussion
- Assess the performance of role play

### Duration

1 hour

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