

OUT OF
SCHOOL
YOUTH

MODULE 4

SAFETY: YOURS, MINE AND OURS

Facilitator Manual



FEDERATED STATES OF MICRONESIA

Out of school Family Life Education (FLE) resource package

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1D

Activity: A matter of consent and FRIES^(3, 4)

Activity overview:

This activity will help participants understand consent as a mandatory part of any sexual situation.

Age: 10+

Time: 90 minutes

Learning objectives:

- Define consent and explain its implications for sexual decision making
- Discuss what it means to listen for, acknowledge and act, or not act, on sexual consent
- Compare and contrast examples of situations where consent is and is not acknowledged or given
- Analyse factors that can affect the ability to acknowledge or give consent (i.e. alcohol and other substances, GBV, disability, poverty and other power dynamics)
- Appreciate that consent applies to all sexual interactions
- Recognise that informed sexual decision making (i.e. being knowledgeable and confident in deciding if, when and with whom to become sexually active) is important to health and wellbeing
- Recognise that each person's decision to be sexually active is a personal one that can change over time and should be respected at all times

Sensitive areas: Sexual assault

Resources:

- Large pieces of paper/board
- Scissors
- Handout 1Da
- Handout 1Db (Participant copy)
- Handout 1Db (Facilitator copy)



Preparation:

- Print a copy of handout 1Da for each participant
- Print handout 1Db (participant copy) and choose four to six case studies from the list in handout 1Db that you think are most relevant to the young people in your setting

Group composition: Small groups (two to four people)

Prior learning:

- Module 4, Activity 1A: My body my rules
- Module 4, Activity 1C: Trust your instincts

Literacy support: Required. This activity does not require any reading or writing for the participants but it can be a very tricky topic to explain. If explained well, the concept of consent should be easy to understand.

Technology: None

Activity 1D: A matter of consent and FRIES

Instructions:

1. Introduce the activity by asking the following questions:

What does it mean to consent to something? (Probe for: *to agree, or to give or ask permission to do something.*)

Example answer: Consent means that we agree to something. If we don't give our consent, we don't agree to it. We consent to do things for different reasons. Sometimes we consent to do something because we want to do it, for example, if a friend invites you to play football and you want to play. Sometimes, however, we do something that we do not want to do just because it is difficult to say 'no' or stand up for ourselves, or because we don't want to feel like we are being rude or disrespectful. Like eating something you don't like because someone cooked it for you. This situation might not be very important when it comes to agreeing to do certain things. Other times, it may be about our bodies where consent is essential to protect our bodily autonomy.

What are some examples when a young person might consent or not consent to do certain actions?

Example answers:

- Letting someone borrow or use their things (for example, if someone doesn't get your consent to take your phone that is stealing!)
 - Try drugs or alcohol
 - Kiss someone
 - Have sex
2. **Say something like:** *So, we can see how not getting consent for something like borrowing a friend's phone can have very serious consequences. Without consent, using a friend's phone goes from borrowing to stealing! The same thing goes for sex and relationships. Consent is the biggest difference between sex and sexual assault. Sexual assault is a crime.*



3. **Ask:** What is “**sexual assault**”?

“**Sexual assault**”: Any sex without consent is sexual assault. It can include a wide range of unwanted sexual behaviours. Sexual assault is any kind of sexual activity that one was forced, coerced or tricked into doing when they didn’t want to. It refers to a wide range of unwanted sexual behaviours including:

- Forced, unwanted sex, sexual acts or touching
- Child sexual abuse: using power over a child or adolescent to involve them in sexual activity
- Indecent assault: touching, or threatening to touch, someone else’s body sexually without their consent

4. **Say something like:** *However, sometimes people might agree to have sex without actually wanting to have sex. Or, they might not be able to verbally say yes because they might be unconscious or scared. Therefore, consent is not just about getting a ‘yes’, but that ‘yes’ needs to be FRIES. We will look at what FRIES means.*

5. Give each participant a copy of handout 1Da to show them the acronym.



6. **Say something like:** *FRIES is a really great way to remember what consent means when you are thinking about being intimate with a partner. Remember, consent isn’t just about sex. Consent must be used for any intimate behaviour like kissing or touching. Both people must get consent from their partner before any physical activity.*

7. Introduce the acronym ‘FRIES’ and go letter by letter. Start with F and ask participants if they have any idea what ‘Freely given’ might mean in relation to consent. Repeat with all the other letters.⁽⁴⁾

“F” means...

Freely Given: This means that both you and your partner are saying ‘yes’ without any pressure.

In Pohnpeian: mweidala ni soh peikasal.

“R” means...

Reversible: You and your partner can change your mind at any time. Even if you’re in the middle of sex! If something doesn’t feel right, or you’re just not into it anymore, you have every right to take back your consent. *In Pohnpeian: me kak wekidek.*

"I" means...

Informed: There was no lying or deception to get you or your partner to say 'yes'.

In Pohnpeian: wehwehki.

"E" means...

Enthusiastic: Saying yes to sex because you want to do it! It implies a desire and excitement to have sex, not just doing it because you or your partner feels obliged. An 'enthusiastic yes' means that it is verbal and out loud. Some people don't feel like they can say 'no' out loud because they are scared. That's why you MUST get an out loud, enthusiastic 'yes'! *In Pohnpeian: perenki, pwungki.*

"S" means...

Specific: Saying yes to one thing, does not mean yes to everything or something else. For example, you might consent to kiss your partner or sleep in the same bed, but that doesn't mean you consent to having sex! *In Pohnpeian: pisetik.*

8. Ask if anyone has any questions.

9. **Say something like:** *However, there are also times when someone CAN'T give consent EVEN if they say 'yes'. These are examples of when consent automatically does NOT apply. Can anyone think of any examples?*

Facilitator note

Discuss ideas and then provide the answers below.

- You or your partner cannot give consent if you or the other person are affected by drugs or alcohol. Even if you both agreed to have sex when you were sober.

- You and your partner cannot give consent if either of you are unconscious, even if you partner agreed to having sex before one of you passed out

If someone is passed out, you should be taking care of them, not taking advantage of them!
Any sexual contact while someone is unconscious is sexual assault.

- You or your partner cannot receive consent when there is a big power difference between you

For example, this could occur if one person is very young and there is a significant age gap between the two people. For example, if one person is 16 and the other is 29. This is a very big age gap and the younger person may not have all of the information, maturity or confidence to make a thoughtful decision about sex. It might be hard for the younger person to say 'no' because they want to impress the older person or they feel scared. The younger person may rely on the older person in some way, such as for money or shelter. Sometimes, an older man or woman who provides a younger person with these things may be referred to as a 'sugar daddy' or 'sugar mamma'. The person in the position of power cannot get informed consent from the person under their power/influence. This can also apply to power imbalances between people where one person has advanced intellectual disability. These can all be considered sexual assault.

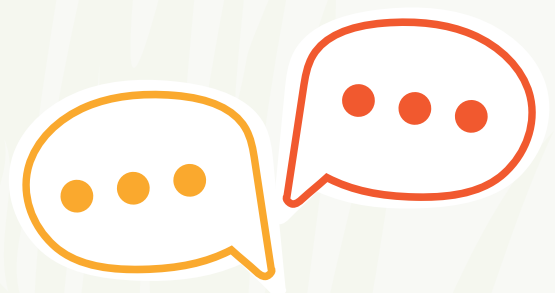
- You cannot receive consent if you are in a position of authority over someone else

For example, a sports coach, religious leader or teacher cannot have sex with someone they are teaching or coaching. This is also due to big power difference. This can be classified as sexual assault.

- This is also why it's important to be aware of the 'age of consent' in your country

In the Federated States of Micronesia, the age of consent varies according to the state. The age of consent in Pohnpei and Chuuk was previously 16, but due to lobbying in the recent years, was raised to 18. The age of consent in Kosrae and Yap is 16 and 14, respectively.⁵

10. Ask participants to form small groups (about three people per group) and hand each group a case study from handout 1Db and **say something like:** *You now have five minutes to discuss your case study and decide if there was consent. After discussing in your groups, one person will read the case study to the group and give us your feedback about if there was consent. Then we will all discuss it together.*
11. After each group presents their case study and their responses about consent, ask the entire group whether they agree or disagree with the group's decision about consent. If groups or individuals are struggling to answer their case studies, remind them of the FRIES acronym. Each case study must meet each part of FRIES, otherwise it is not consent.
12. Repeat this process for all the case studies.
13. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*
14. Conclude the activity by reading out any key messages they did not mention:
 - Consent is essential for physical contact including kissing, touching and sex
 - The acronym that can help us remember consent is FRIES – Freely given, Reversible, Informed, Enthusiastic and Specific
 - Unless it's a clear and enthusiastic yes, it's a no!
 - Everyone has the right to make decisions about their own body
 - Bodily autonomy and privacy must be respected
 - Consent is essential for physical contact including kissing, touching and sex
 - Sex without consent is sexual assault or rape
 - Consent is all about having a clear and honest conversation about desires, boundaries and emotions
15. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.



Handout 1Da: FRIES and guidelines⁽⁴⁾

Freely Given: This means that both you and your partner are saying 'yes' without any pressure, force or manipulation. *Pohnpeian: mweidala ni soh peikasal.*

Reversible: You and your partner can change your mind at any time. Even if you're in the middle of sex! If something doesn't feel right, or you're just not into it anymore, you have every right to take back your consent. *Pohnpeian: me kak wekidek.*

Informed: There was no lying or deception used to get you to say 'yes'.
Pohnpeian: wehwehki.

Enthusiastic: Saying yes to sex because you want to do it! It implies a desire, want and excitement to have sex, not just doing it because you feel obliged. An 'enthusiastic yes' means that it is verbal and out loud. Some people don't feel like they can say 'no' out loud. That's why you MUST get an out loud, enthusiastic 'yes'! *Pohnpeian: perenki, pwungki.*

Specific: Saying yes to one thing, does not mean yes to everything or something else. For example, you might consent to kiss your partner or sleep in the same bed, but that doesn't mean you want to have sex! *Pohnpeian: pisetik.*



CONSENT

Freely Given
Reversible
Informed
Enthusiastic
Specific



Handout 1Db: Consent case studies (Participant copy)

A

Anna is 19 and her boyfriend, AJ, is 22. They have been going out for six months and having sexual intercourse for about a month. Anna usually enjoys sex, but sometimes she doesn't feel like having it. At those times AJ often says things like, "If you really loved me, you would want it" or "If you don't have sex with me, maybe I'll have to find someone else who will." She doesn't want to lose him, so often she gives in.

Is this consent?

B

Leen is 20 and Don is 19. About six months ago, Leen asked Don, her boyfriend, if he would have sex with her. They are open and honest with each other, so he told her he did not feel ready just

yet. He said he would like just to kiss and touch each other for now. Leen really wanted to try intercourse, but she agreed with Don. Now Don thinks he is ready. He asks Leen where they can

get more information to avoid any risk of STIs. They spend Saturday night at Leen's house and they talk about sex. They both agree they are ready and Don says 'I'll let you know if I want to stop' and Leen says 'yeah me too'. They have sex and keep communicating about what they like and what feels good.

Is this consent?

C

Sohsep and Sandy are in their twenties. They have been dating for a year and have talked honestly about their past relationships. They would like to have sex with each other. They talked about it and agreed to go to a clinic to get information and then decide together how to be safe and avoid any unwanted consequences like STIs or unwanted pregnancy.

Can Sandy give free and informed consent?

D

Lipwo and JJ agreed to have sex on Saturday night and start taking off their clothes. Halfway through, Lipwo feels uncomfortable and doesn't want to do it anymore. She tells JJ: 'Can we stop? Something isn't right but JJ ignores her and keeps going. Lipwo tries to get out from under him but he holds her down while he finishes.

Is this consent?

E

Jane is 14 and in high school. Eddie is 18 and works with Jane's father. Eddie came to know Jane when he visited her house. Eddie and Jane have started meeting away from her house as well. Sometimes Eddie gives Jane presents and money, if she needs it. Recently he has started telling

her how much he loves her and saying that he really wants to have sex with her.

Can Jane give free and informed consent?

F

John is 18 and would like to have sex with his girlfriend, Pwohnai, who is also 18. They have talked about the fact that neither has had sex before. He decides to read a book that his mother, a doctor, has about growing up, sex, family planning, and STIs. He asks his girlfriend what she thinks and offers to lend her the book. She reads the book and they talk about it again. She says she's ready and excited to have sex.

Is this consent?

G

Pwohtik, 24, is at a party at the house of some friends, and she is drinking a lot of alcohol. Her partner, with whom she has had sex before, pulls her into a bedroom and starts taking off her clothes. She is fading in and out of consciousness.

Can Pwohtik give free and informed consent?

H

Josephine was taught by her mother that it is important for a woman to do whatever her husband asks of her if she doesn't want to lose him. She has been married to James for 5 years and they just had their second baby. One night, James says that he wants to have sex with her. Josephine doesn't want to but thinks "He is my husband, and my mother says I should obey him." Josephine says nothing and James keeps going.

Is this consent?

I

AJ and Jenny are out at a club but they aren't drinking. They get bored and Jenny wants to leave but lives really far away. AJ lives close and offers to take Jenny back to their house and they can stay there the night. Jenny agrees. When they get to AJ's house, AJ tries to put their hand up Jenny's skirt. Jenny pushes AJ's hand away and asks 'what are you doing?!' AJ says: 'what did you expect? You came back to my house and you're wearing revealing clothing! You're asking for it!'

Is this consent?

J

Jessie and Joseph have never met and are on a first date at the movies. Joseph wants Jessie to give him a blow job (oral sex) because all of his friends told him he would 'be a total legend' if

he could get Jessie to do it. When Joseph asks Jessie to do it, Jessie laughs and says no. He becomes more serious and says 'I paid for the movies and dinner... what did you expect?' Jessie feels frightened and gives in.

Is this consent?

Handout 1Db: Consent case studies (Facilitator copy)

A	No – there is no consent. AJ does not respect Anna’s decision when she says that she does not want to have sex. She also does not firmly believe that she has a right to decide for herself and does not have a strong sense of power in the relationship to be able to act on her choice. ‘Giving in’ is not an enthusiastic ‘yes’, so there is no consent.
B	Yes – there is consent. This situation is respectful and consensual. Their consent is also ongoing which is really important. They check-in with one another to make sure they are both feeling comfortable and safe. This is a great example of good, consensual sex.
C	Yes – there is consent. Both have decided for themselves and are in agreement; they are making the decision when their minds are clear. They are able to communicate their decisions, know what is involved, and know that they need to have protection and are old enough by law to consent to have sex.
D	No – there is no consent. Even though they consented at the beginning, Lipwo clearly takes back her consent, which she has every right to do. JJ doesn’t listen to her and keeps going even though there was no more consent. This is sexual assault.
E	No – there is no consent. A 14 year old is still developing their maturity and someone who is 18 has power over them. Eddie is taking advantage of Jane’s youth and inexperience. Concerns about maturity and protecting children’s rights have led to laws of minimum age for giving sexual consent and making child marriage illegal.
F	Yes – there is consent. Pwohnai believes that she has the right to decide for herself whether to have sex, and her partner respects her decision. She is making the decision with a clear mind. She is able to communicate and act on her decision and knows what is involved, what the risks are, and how to protect herself. This scenario is respectful and consensual.
G	No – there is no consent. Pwohtik is drunk and nearly unconscious. Pwohtik’s partner is taking advantage of her rather than looking after her. This is sexual assault.
H	No – there is no consent. Josephine knows what she wants, but she does believe in her right to decide for herself, or does not have a sense of power and control over the situation to act on her decision. James doesn’t even ask Josephine if she wants to have sex, he just tells her. Josephine does not give a clear and enthusiastic ‘yes’, so this is not consent. It does not matter that they are married, both partners still need to get consent every time they have sex.

No – there is no consent. AJ never asked Jenny if it was okay for him to touch her. Going back to someone's house, wearing particular clothes or flirting with someone is NEVER consent to sex. AJ has assaulted Jenny by touching her inappropriately and without her consent. There is also a big power difference as they are at AJ's house and Jenny probably feels unsafe and alone. She trusted him and he took advantage of her. None of this situation is Jenny's fault.

No – there is no consent. Jessie has not given a free and enthusiastic 'yes'. Jessie was coerced into giving Joseph a blow job and was scared of the consequences if they didn't do it. There is a big power difference here and no respect. This is sexual assault.

2E

Activity: Taking a position: Technology, sex and relationships



Activity overview:

Technology offers both advantages and challenges to relationships for young people. This activity encourages young people to think about how technology, sex and relationships can overlap in everyday life. Media literacy is also an important part of this activity so that young people learn the skills to use media critically and stay safe online.

Age: 12+

Time: 30 minutes

Learning objectives:

- Explain characteristics of reliable media sources (e.g. websites) for help and support
- Reflect on the impact of media, including unrealistic images, on personal values, attitudes and behaviour relating to self-esteem, sexuality and gender
- Evaluate ways the sexually explicit media (pornography) can contribute to unrealistic expectations about men, women, sexual behaviour, sexual response and body image
- Acknowledge that sexually explicit media can reinforce harmful gender stereotypes and normalise violent or non-consensual behaviour
- Reflect on how sexually explicit media can impact their self-image, self-confidence, self-esteem and perception of others as a result of unrealistic portrayals of men, women and sexual behaviour

Sensitive areas:

- Pornography
- Image-based abuse

Resources:

- Three pieces of paper with 'TRUE', 'FALSE' and 'NOT SURE' written on each
- Markers



Preparation: Prepare three sheets of paper with either 'TRUE', 'FALSE' or 'NOT SURE' written on them

Group composition: Individual work

Prior learning:

- Module 2, Activity 1C: How to friends influence us?
- Module 2, Activity 3E: Relationship warning signs
- Module 2, Activity 3F: Love troubles
- Module 4, Activity 2D: What should you do?

Literacy support: Not required

Technology: None

Activity 2E: Taking a position: Technology, sex and relationships

Instructions:

1. **Say something like:** *Young people have growing rates of using mobile phones, social media, online pornography and dating sites. It is important for us to have a good understanding about using these platforms safely. This will help our own sexual and reproductive health.*

Sexting, which was introduced in activity 2D, is when people send naked, sexual or sexually suggestive material (like videos or photos) through a messaging service or online platform. It is important to keep up to date with the laws, because sexually suggestive image of a child will be considered child pornography, which is a crime.

The Federated States of Micronesia ratified the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography in April 2012. Any sexually explicit material (like videos or photos) of a person under the age of 18 in all states, is classified as child pornography in FSM. Unfortunately, people can take advantage of other people close to them and break their trust by sharing their photos with friends or online. Sometimes this can be done to 'look cool', pressure someone or to get back at a partner. This is also called 'image-based abuse' or 'revenge porn'.

2. Prepare the 'TRUE', 'FALSE' and 'NOT SURE' and place the cards in the room on the wall or on the floor to create a straight line so it looks like this.

TRUE NOT SURE FALSE

3. Select four to six statements from the list mentioned in point 7.
4. Tell participants that everyone might have different values about sexuality and sexual behaviour. Let them know that there are no right or wrong answers for this activity and they are free to change their opinion at any time.
5. Read out one statement at a time and ask participants to physically move to the position on the continuum which best reflects their view for the statement.
6. Once they have taken up a position, ask volunteers from the different points on the continuum to share their reasons for choosing their position.
7. Statements to read out:

The internet is a good source of information about sex

Facilitator note

The internet has both opportunities and challenges for getting reliable sexual health information. It is important that participants know how to tell the differences between reliable and unreliable information. On one hand, there are risks that information is unreliable, outdated or simply incorrect. On the other hand, the internet is also a great opportunity for young people to learn, communicate and express themselves. To find information about sex, young people should look for websites from government, non-government organisations like the UNFPA or WHO, and scientific sites. These are more reliable than sites about porn, personal blogs, religious or opinion pages.

Adults don't understand how young people have relationships online

i Facilitator note

It's normal for young people to feel this way as sex can be a topic that is mixed with feelings of uncertainty, embarrassment, shame and privacy. You may feel that adults 'just don't get it' or that they will be judgemental. However, they might just be feeling as unsure or as awkward as you. Online relationships and using technology regularly might be new for them. Starting a conversation can be the hardest part, but there are some tips you can use to help the adults in your life understand what you might be going through and support you.

Here are some tips that might be helpful:

- Start a general conversation about sex, maybe using a TV show or movie as your starting point. Then you can work your way up to the stuff that's more personal.
- If it feels more comfortable communicating over the phone, via text or WhatsApp, try that way first!
- Acknowledge your feelings of embarrassment. You can say something like "this feels a bit weird to talk about, and it might be weird for you too but I wanted to ask you about..."
- Remember that adults had to learn all this stuff too. They may not have the same experience with technology, but maybe your conversation is an opportunity for you to teach them something too.
- Remembering back to the activities on being a role model (Activity 1C: 'How do friends influence us') young people can teach older adults, and help them understand why it is important to talk about sex (for example, to ask for consent), even if those adults did not talk about sex when they were young.

Chatting online or by text is a good way to build a relationship with someone

i Facilitator note

Chatting online can be a great way for young people to build relationships, but it can also put them at risk. Websites or apps that mix chat, messaging, contacts, games and photo/video sharing are particularly popular for forming relationships. This is especially true in the last few years as access to technology continues to increase and the global pandemic limits face to face contact.

It is important that young people are aware of their privacy settings when using online platforms and mobile phones to avoid serious risks. One particular risk is 'grooming' – where someone (usually an adult) builds a relationship with another person (usually a child, young person or vulnerable adult) in order to sexually abuse them. This abuse can happen in a physical meeting, but it increasingly happens online when children or young people are tricked or persuaded into sexual activity on webcams or into sending sexual images. If you ever feel uncomfortable or unsure about someone you are chatting to online, you can do some of the following things:

- Make your account private
- Delete contacts you haven't met in person, or your friends haven't met in person
- Report and block
- Delete requests from strangers
- Speak to a trusted adult

It is okay to lie when flirting with someone online

i Facilitator note

While changing or deleting some of your personal details on social media can help you protect your privacy, you should also make sure you are not trying to mislead anyone online. Using fake last names, hiding your address or contact details might be a great way to ensure your privacy, but lying about your age might be an example of how people try to trick others online to take advantage of them. We all have a responsibility to protect others as well as ourselves online.

Sexting is harmless

i Facilitator note

Sexual messaging or sexting – sending sexual or explicit images via digital technology – may be a form of online flirtation. It can be a way to have a sexual relationship without physical contact or show affection and love, as long as it is consensual and respectful. However, it can also be used as a tool for revenge, bullying, shame or extortion (especially for women and girls and young people with disability). It is important for young people to be aware that sending sexts or sharing them with other people can also cause legal issues. If you are still a child (under 18) your photos can be seen as child pornography and you and those involved can be charged as criminals.

Sexting is a normal part of a relationship

i Facilitator note

Sexting, especially in the last few years, is a common way that young people participate in a relationship. Sexting should always occur between consenting adults and boundaries should always be put in place.

If you don't want a sexual image sent everywhere, you shouldn't take the photo

i Facilitator note

Unfortunately, it is not that simple. This attitude ignores the power differences that are sometimes involved in sexting and online relationships. For example, someone who is young or has an intellectual disability might have much less power to say no if others ask for sexts. It is important that we do not blame or shame young people, especially women, for taking a picture that they thought would only be shared with someone they loved or trusted. This attitude blames victims of image-based abuse, rather than blaming the person who broke their trust and distributed the image to others.

8. To close the activity, **ask the participants:** *What are the main things you learnt from this activity?*

9. Conclude the activity by reading out any key messages they did not mention:

- Media literacy helps us understand which are helpful messages about sex, body image and relationships
- Sexting can have social, emotional and legal consequences
- Some people think sexting is okay, and others do not; it is okay to 'agree to disagree' about this and have different values
- Privacy settings are essential to help keep safe online
- It's very important not to blame people for sending sexts, when and if other people share those sexts without consent; this is known as 'blaming the victim'
- No one should be pressured into sexting if they don't want to; sexting needs consent, like any other sexual activity

10. Invite participants to ask any questions: Does anyone have any questions about anything we learnt today? You can also come ask after the session.



2F

Activity: Porn: What everyone should know⁽¹⁰⁾



Activity overview:

This activity encourages participants to think carefully about what messages pornography (or porn) teaches about relationships, sex and body image. Be aware that many participants may have seen pornography before either purposely or accidentally. Other participants may never have seen pornography.

Pornography can be difficult to define, as there is a general lack of agreement over exactly what is pornography. The definition changes according to the time and place, as well as cultural and moral values.

Pornography has existed throughout history in the forms of cave drawings, erotic fiction, nude magazines, video tapes and DVDs. In the online era, pornography can be in the form of online videos, online images, live video cams, sexting, social media, dating apps, messaging, pop-ups, the list goes on. Young people today may not consider sexually explicit photos or text as pornography.

It is important that young people understand that pornography is often unrealistic, and can give young people unrealistic expectations about sex and sexuality. Participants will consider how porn may influence topics covered previously such as relationships, gender and power.

Note that the while videos do include discussions or explanations about porn, they do not feature any pornography.

Age: 13+

Time: 60 minutes