Understanding the nature of sexting

This exercise is designed to illustrate that the nature of sexting incidents is variable and that an appropriate and proportionate response needs to be considered for each incident.

Instructions to trainer

Resources required:

- Resource Sheet 1 – typology definitions (1 per delegate)
- Resource Sheet 2 – case studies (1 per group)
- Resource Sheet 3 – response (1 per delegate)
- Resource Sheet 4 - Finkelhors typology (1 per delegate)
- Coloured Card – 6 colours
- Blu-tack

Preparation:

A Prepare a set of case study cards per group
This takes a little time but the cards can be re-used again and again

The 15 case studies (*Resource Sheet 2*) match Finkelhor's 6 categories as follows -

- Aggravated Adult (*case studies 4 & 7*)
- Aggravated Youth: Intent to Harm (*case studies 5, 6, 3 & 8*)
- Aggravated Youth: Reckless Misuse (*case studies 9 & 10*)
- Experimental Romantic (*case studies 11,12 & 2*)
- Experimental Attention Seeking (*case studies 13, 14, & 1*)
- Experimental Other (*case study 15*)

Assign a distinctive coloured card to each of the six categories above, then cut and mount each of the 15 case studies accordingly.

B Prepare 6 white 'header' cards for wall mounting
Each card should display the title of one of the typologies

Activity:

1. Divide delegates into small groups of 3-4. Where appropriate mix delegates to include a wide range of experience/job role etc.

2. Give each group a set of case study cards (all 15 if time permits, if not then ensure that they have at least one of each colour)

3. Instruct delegates to read each study and consider as a group the following questions:
   - What level of risk do they think is attached to each case – green/red/amber
   - What should the action of the school be?

At this stage a simple outline/plan of action – no more than 3 mins per case.

4. Give each group member a copy of Resource Sheets 1 & 4 and discuss with them Finkelhor's typology.

5. Give each delegate a copy of Resource Sheet 3 and ask them as a group to decide for each case study, which typology they would assign to it. Record any comments on their sheets.

6. Whilst delegates are working, blu-tack the 6 'header' cards around the room.

7. When delegates have categorised each of their case studies, ask them to post the cards on the wall under the appropriate 'header' card around the room. (It becomes apparent quite quickly that the colours match up in groups and show where groups agree/disagree on categorisation)

8. Comment on where there has been agreement/disagreement to pull out variation in group thinking – how well have they agreed with Finkelhor?

9. Ask delegates to now consider in view of what they have learned
   - Would they now react differently as a school?
   - Would all cases be treated in the same way?
   - What are the key factors in deciding what course of action should be taken?
   - What important lessons have they learned?