

Targeted session: TACSA – Image taken and shared with consent then shared widely after a relationship ended

Session overview

This is an opportunity to explore thoughts, feelings and responses when someone shares an image with other people when their relationship ends.

Information for practitioner

Along with looking at Technology-Assisted Child Sexual Abuse (TACSA) specifically this session relates back to the foundation session on relationships.

Resources needed for this session

- Scenario 2 – Ali and Sam
- What might have happened next? worksheet



It is important to acknowledge that scenarios are never going to reflect how we might be feeling or what we might do or say in that moment, but this is a way for us to have discussions.



The scenario has been written to depersonalise this from the young person. **To be clear that we are not asking them to share anything personal.**



Be aware that they may choose to share their own experience which needs to be responded to in a sensitive and mindful way with reassurance that they don't have to say anything they don't want to.



Throughout this session you will need to be mindful of how the young person is, what they say, their body language, behaviours and any potential impact this might have. The young person may not feel comfortable to take control of the session and stop if they need to. **Practitioner must be aware and be prepared to pause or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

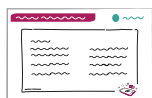
Pre-session action

Select a *"Looking after yourself"* exercise in advance for the close of the session.

Session

Check in with the young person as to how they have been since your last session together. Are there any thoughts or feelings that you may need to reflect on and address before you begin this session?

Inform the young person what we are going to do in this session, sharing the overview.



Scenario 2
Ali and Sam

Before talking about specific things from this scenario ask the young person what their initial thoughts and feelings are on reading/hearing this. The practitioner needs to take a lead from the young person, based on how they are feeling.



Although we don't know much about the relationship between Sam and Ali it is clear that Sam sharing screenshots on a group chat is unacceptable behaviour.



Practitioner must be clear with the young person and stress the point that regardless of the fact that Ali shared an image with Sam, they did not consent to that being shared on and this is **NOT** their fault.

- **What are your thoughts about Sam taking screenshots?**



Practitioner to not give their views at this point, they need to listen, accept and reflect back the young person's views. Discussion must include consenting to one thing does not mean consent is given to anything else.

- **How do you think Ali might be feeling?**

Discuss the validity of feelings and accepting how we feel when others may try to influence those feelings.



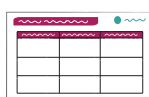
It is important to recognise how feelings might manifest and be seen in our behaviours.

- **Does it make a difference what gender Sam and Ali are?**

Would your response be different if this was not a heterosexual relationship?



Consider different types of relationships, cultures, genders and identities in your discussion.



What might have
happened next?
worksheet

Activity

Practitioner and young person to work together using the form to write thoughts about what might have happened next, the impact and what Ali might need.

What happened next?

Consider what happened with Sam and Ali but also think about what might have happened with friends, in school with peers and potentially staff if anyone becomes aware of what has happened, police, parents, siblings and so on.

Impact

Think about how examples given can be broken down to be able to think more clearly so it isn't too overwhelming.

For example: "Ali is blamed". What does this look like? Break this down into who is blaming Ali and for what. To cover just this example of blame you will need more than one section in the table. Other examples may also need more than one section when broken down further.

- **What do you think Ali might need?**

This section will include examples of things that we can't control as they are the thoughts and behaviours of others. In these examples practitioner needs to support the young person to consider their own response and what they can control in order to cope with each situation.

For example:

What might have happened next – Ali is blamed by a teacher for having shared the image in the first place.

Impact – Ali feels hurt, to blame, sad, guilty, responsible, angry because they didn't deserve this, feels awkward around that teacher, doesn't want to go to their lesson, feels let down.

What do you think Ali might need? – For the teacher to understand that Ali didn't agree for the picture to be shared. Ali may want to be able to say this to the teacher – or may not. If Ali talks to the teacher they may hear what Ali says but they may not. Ali needs to hear from a trusted adult that this isn't their fault. Is there someone Ali could turn to? Ali needs to find a way to feel comfortable in class, could speaking to Head of Year /Pastoral Team help? Ali needs some support to manage how they are feeling, who might be there for them?



Each example can develop into new questions about what might be needed. This is an opportunity to continuing exploring what might be useful both practically and emotionally.

Other examples may include: being labelled, blamed, being or feeling as though you're in trouble (and with these examples think about who that might be and what is being said or done), changes in school classes, phone being taken away, being monitored or checked on, lonely, self-blame, ostracised by friends.



Closing activity

Looking after yourself exercise to close

Scenario 2 – Ali and Sam



After seeing each other for a while Ali and Sam, aged 16, aren't together anymore.

When they were together, they had shared nudes of themselves with each other on Snapchat. Sam had taken screenshots of some telling Ali they liked to look at them when they weren't together.

When they split up Sam shared images on the year group Snapchat and some people took screenshots.

What might have happened next? worksheet

What might have happened next?	Impact	What do you think Ali might need?