

# Targeted session: TACSA – “Who has seen it?”

## Coping with an image being out there

### Session overview

This is an opportunity to talk about the young person's fears when an image of them has been shared and to help them with their thoughts and feelings around this.

### Information for practitioner



Only choose this session if the young person is willing and comfortable to explore this topic as it will be specific to their experience.



**You MUST reassure them that you have not seen any images and won't** – this session is about helping them address their fears and moving towards recovery.

### Resources needed for this session

- Emotions wheel
- Feelings statements cards

This session refers to Report Remove tool developed by IWF (Internet Watch Foundation) and NSPCC.

**Ensure you are aware of the tool and how it works.** Information can be found **Report Remove** ([iwf.org.uk](http://iwf.org.uk))

### 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 are 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?

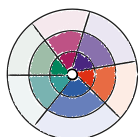
Inform the young person what we are going to do in this session, sharing the overview.

### Report Remove tool

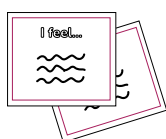
Explain to the young person that before you look at the activity in this session that you want to share information on Report Remove tool. You may want to check if they know what this is.



It would be beneficial to look at information on the tool together using the ChildLine link. The tool is a way in which the young person can take positive action to report and remove any sexual images or videos of themselves. They can access further information on the ChildLine website here: **Report Remove | Childline**



Emotions  
wheel



Feelings  
statements cards

### Activity

Using the emotions wheel from the *foundation session Managing and understanding emotions* ask the young person to pick some of the emotions that come up for them when thinking about the image being shared.

- **Using blank cards, encourage the young person to write feelings statements based on these emotions. For example, I feel scared that more people will see the image; I feel angry with [the person] for sharing it.**



Acknowledge and validate all the emotional responses to the situation – these emotions are entirely understandable.

- ✓ Refer back to the session Managing and understanding emotions when we talked about these emotions in terms of their **feelings**, what happens in their **bodies** and what **behaviours** come from each emotion.

- Taking each card from the above activity consider how each one might present in terms of their bodily sensations and behaviours. Add these to the cards.
- What might they need to help with each feeling?



### Reflection

- ✓ Acknowledge that we know it is distressing that anyone has an explicit image that should not have been shared, though it is worth remembering that although it feels like it is 'out there' and everyone has seen it, it likely hasn't been seen by as many people as we fear it may have.
- ✓ Reassure the young person that they are not the image, that it does not define them.

Practitioner to consider one of the following stories to share with the young person.

- Many years ago a young journalist was very excited to see his first byline in the local paper. He was so proud to have his name in print and felt like he had finally arrived. His life was going somewhere. Fame at last. The very next day was Friday, when the journalist and his family would order fish and chips from the local van. In those days, fish and chips was always wrapped in newspaper and our young journalist was horrified to see his own byline wrapping his dinner. It had taken just 24 hours for his glorious newfound fame to have become yesterday's news.

OR

- It is said that King Solomon once charged his wise men to invent for him a sentence, to be always on display, and which should be true and appropriate in all times and situations. They presented him the words: "And this, too, shall pass..."
- ✓ The second story brings with it a phrase that the young person may find helpful to remind themselves that it won't always be like this.

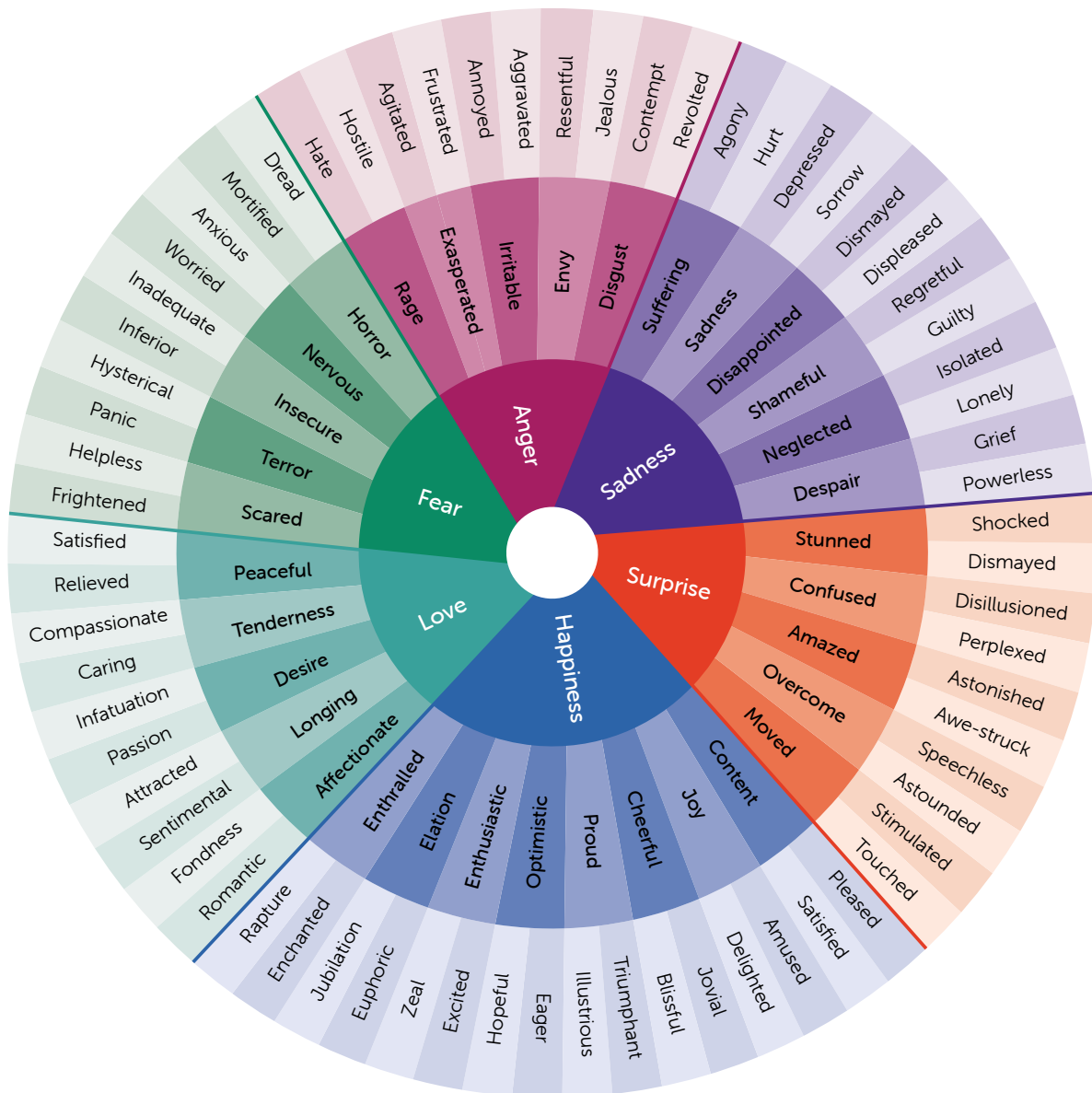


### Closing activity

#### Looking after yourself exercise to close

(Circles of control would be useful to revisit here or the hero's journey)

# Emotions & feeling wheel



I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...

I feel...
