

## Targeted session: TACSA – Picture received with pressure to then send one back

### Session overview

This is an opportunity to explore thoughts, feelings and responses when someone receives a picture they didn't ask for, or want, and is then pressured to send one back.

### 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 – Jordan and Hari
- What would you say? 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 take a time out or stop totally before any distress is caused.** Utilise the looking after yourself exercises to support the young person if the session is stopped.

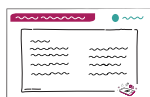
### Pre-session action

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 Jordan and Hari

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 the lead from the young person based on how they are feeling. Using the worksheet, if required, reflect on the following questions:

- **What are your thoughts about the friendship between Hari and Jordan?**

Discussion should include reflection on the positive aspects of the relationship along with aspects that may feel uncomfortable with. For example: they worry about whether they are wanted, they like to spend time with each other, they share pictures, Jordan doesn't listen, Jordan is complimentary, Jordan puts pressure on Hari to get what they want.



It is important to highlight that this is just a snippet of a relationship and discuss whether this is reflective of any relationships the young person is aware of or has had themselves.

- **Is there anything that you would say is not ok behaviour in this scenario?**

Discussion would include: sharing/showing pictures without consent or care for how Hari feels, pressuring them into sending a picture, not listening to when they say they don't want to, no reassurance that they don't have to anything they don't want to, behaving in a way that makes Hari feel worried – withholding replying to Hari as a way to get what they want (coercion).

- **How might Hari and Jordan be feeling?**

Discuss the validity of feelings and accepting how we feel when other may try to influence those feelings. It is important to recognise how feelings might be seen in our behaviours. Consider whether this changes anything in their relationship and the impact it might have.

- **If Hari told you about what had happened what would you say?**

This is an exercise that practitioner and young person need to do together.

Imagine Hari is your friend and they tell you what happened. What would you say? What might Hari need? What advice you would give? What might you say about their friendship?

The reflective question on this exercise is whether we would listen to our own advice if Hari were saying it to us.

- **What would you do if you were Hari?**



Encourage the young person to consider what action they might take if they were Hari – this must include exploration of trusted adults to speak they might talk to.

- **Does it make a difference what gender Hari and Jordan are?**

Would your response be different if this was not a hetero-normative relationship?



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



## Closing activity

Looking after yourself exercise to close

Hari is 10 and has been talking online with their older cousin's friend, Jordan for a while. They spend a lot of time together on Snapchat, talking and sharing pictures.

One night on Snapchat Jordan tells Hari that they look really cool in the picture they sent. Jordan says the picture would be even better if Hari took their t-shirt off. Hari replies laughing saying "no way!"

Jordan says "I was just messing" but tells Hari they want to see their body. Hari sends a smiley emoji and says "not now, I've got homework to do."

Jordan laughs and says "go on, you know you love me."

Hari doesn't reply and soon after Jordan sends Hari a picture of a sad face emoji. Jordan asks if Hari doesn't want to talk anymore. Hari says not to be silly, but then hears nothing more from Jordan.

Hari worries that they have upset Jordan and ruined things between them.

Late that night Jordan sends a picture of them with no clothes on and says "your turn". Hari sends a picture saying it's for them only. Jordan doesn't say anything but sends the fire emoji.



**Friendship**

**Behaviours**

**Feelings**