

# Targeted session: TACSA – Image taken and shared with consent then shared widely by another young person

## Session overview

This is an opportunity to explore thoughts, feelings and responses when someone you trusted shares an image with other people after tricking you into believing you were in a relationship.

## Information for practitioner

Along with looking at TACSA specifically this session relates back to the foundation session on relationships.

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.

### Resources needed for this session

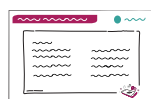
- Scenario 2  
Sienna and Josh
- What might have happened next?  
worksheet

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## 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 3 Sienna and Josh

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.



Practitioner must be clear that Josh sharing screenshots of Sienna on a group chat is unacceptable behaviour as is grooming her in order to obtain those images.



Practitioner must be clear with the young person and stress the point that regardless of the fact that Sienna shared an image with Josh, she did not consent to that being shared on and this is **NOT** her fault.

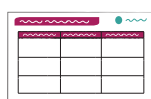
- **What are your thoughts about Josh taking screenshots?**



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 Sienna 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.



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 Sienna might need.

### What happened next

Consider what happened with Sienna and Josh 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: "Sienna is blamed". What does this look like? Break this down into who is blaming Sienna 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 Sienna 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 the practitioner needs to support the young person to consider their own response and what they can control to cope with each situation.

### For example:

**What might have happened next?** – Sienna is blamed by a friend for having taken and shared an image with Josh.

**Impact** – Sienna feels hurt by what her friend has said, sad, guilty, responsible, angry because they didn't deserve this, thought her friend would be supportive.

**What do you think Sienna might need?** – For her friend to understand that Sienna didn't agree for the picture to be shared and never thought Josh would share it. Sienna may be able to say this to her friend, but she may not. If Sienna talks to her friend, she may hear what Sienna says but she may not. Sienna needs to hear her friend is there for her. Sienna needs some support to manage how she is 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, bullied.



### **Looking after yourself exercise to close**

Sienna has been told by her friend that Josh fancies her. She is surprised but excited that he likes her.

Josh contacts Sienna on Snapchat and they begin to chat about all sorts. Sienna is so happy; no one ever really asks about her life and interests. It feels good.

They don't really talk at school, Josh is busy with his mates and he says that he doesn't want everyone to know his business.

Sienna didn't think anyone would ever fancy her but Josh always says nice things. He tells her she is beautiful and doesn't get why she doesn't have a boyfriend already. He makes her smile.

Josh asks Sienna to send a picture of her in her underwear. He says that's what boyfriends and girlfriends do, that everyone does it, "it's no big deal".

Sienna isn't sure but Josh called her his girlfriend, and she is just so happy. She sends a picture, and he tells her she is gorgeous. Josh then tells her to send one without the bra.

At school the next day people are calling her names and laughing at her. She receives a message that includes the image she sent to Josh. When she sees him he laughs at her. She messages him asking why but he never replies.



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