






Targeted session: TACSA – Image taken and shared with permission/consent then shared on without permission/consent

Session overview

This is an opportunity to explore thoughts, feelings and responses when someone you trusted shares a picture 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 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.

Resources needed for this session

- Scenario Charlie and Jack
- What might have happened next? worksheet

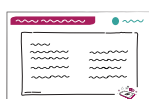
Pre-session action

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
Charlie and
Jack

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.

-  Practitioner must be clear that Jack sharing a picture of Charlie is unacceptable and he 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 Charlie shared an image with Jack, they did not consent to that being shared on and this is **NOT** their fault.


- **What are your thoughts about Jack sharing the picture?**

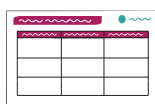
 Practitioner to not give their views at this point, they need to listen, accept and reflect back the young person's views.

 Discussion must include consenting to one thing does not mean consent is given to anything else.

- **How do you think Charlie 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 develop 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 Charlie might need.

What happened next

Consider what happened with Charlie and Jack but also think about what might have happened with friends, in school with peers and potentially with adults 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: "Charlie is blamed". What does this look like? Break this down into who is blaming Charlie 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 Charlie 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 to cope with each situation.

For example:

What might have happened next – Charlie is blamed by a friend for having taken and shared a picture with Jack.

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

What do you think Charlie might need? For her friend to understand that Charlie didn't agree for the picture to be shared and never thought Jack would share it. Charlie may be able to say this to her friend, but she may not. If Charlie talks to her

friend, she may hear what Charlie says but she may not. Charlie needs to hear her friend is there for her. Charlie needs some support to manage how she is feeling, who might be there for her?



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, ignore or pushed out by friends, bullied.

Does it make a difference if the young people in this situation identified as gay?

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.



Looking after yourself exercise to close



Charlie has been told by her friend that Jack likes her. She is surprised but excited.

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

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

Charlie didn't think anyone would ever like her but Jack always says nice things. He tells her she is funny and asks her to be his girlfriend. He makes her smile.

Jack asks Charlie 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".

Charlie isn't sure but Jack called her his girlfriend, and she is just so happy. She sends a picture of her posing in a crop top and shorts, and he tells her it would be better without the top.

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

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