

Should it be a Crime?

LESSON PLAN

Audience:	Secondary years 9-13.
Length of lesson:	1.5 hours
Learning outcomes:	<p>By the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> • understand the different circumstances that might be image-based sexual abuse, • critically evaluate what they think constitutes image-based sexual abuse, and • understand the main elements of criminal offences in this area.

Activity and Timing:	Description:	Resources/materials needed:
<p>Introduction & aims. 5 mins</p>	<ul style="list-style-type: none"> • Introduce yourselves and the aims of the session. • Read out learning objectives: <ol style="list-style-type: none"> 1. understand the different circumstances that might be image-based sexual abuse, 2. critically evaluate what they think constitutes image-based sexual abuse, and 3. understand the main elements of criminal offences in this area. <p>Get students into groups of between 4 and 6 people depending on numbers.</p>	Slides 1-2
<p>Should it be a crime game. 1 hour</p>	<p>Hand out the worksheet for Should it be a crime (one per person). Ensure all have a pen / pencil.</p> <ul style="list-style-type: none"> • Inform the teams that they are a leading committee / government for a new country who have become aware that tech is being used more and more to facilitate abuse. As a group go through the first scenario on the worksheet (A). As a volunteer to read it out. Ask the groups to put a yes or no on the work sheet about whether they think it should be a criminal offence. Note not is it a criminal offence but whether they as a group think it should be one. Give them 5 mins to discuss in their groups. You can tell the groups to ignore the rank column for now. • As a class together let each group say what their answer was and why. • Note it on a grid on a whiteboard. Groups numbers on one axis and letters for each scenario on the other. 	<p>Slide 3</p> <p>Should it be a crime worksheet (one per person)</p> <p>Pen (one per person)</p>

	<ul style="list-style-type: none"> • Invite the groups to now work through the remaining scenarios again reminding them to ignore the rank column for now. • As groups start to finish (probably at different times), invite them to go through each that they have marked as a crime and rank them in order of severity (1 is the most severe). • When all the teams are finished come together. Go around every group taking their answer and ask someone to scribe on the board. As you go through each situation you can have discussion on what issues it raises. A few examples of discussion points include; <ul style="list-style-type: none"> ○ Consented to sharing the image. ○ What counts as a private / intimate image. ○ What if you possess but don't share? Does whether you delete or store make a difference? ○ Is there a line between unpleasant behaviour and a criminal offence? ○ Do teachers have higher obligations? ○ Should sharing a sexual text be a criminal offence or just images? • Ask each group to tell the class what their most serious offending behaviour was and put a circle around this entry on the board. See if there are any commonalities between the groups. 	
Run through the current criminal law. 10 mins	Go through the three different types of criminal offences; <ul style="list-style-type: none"> - Sending pictures of anyone's genitals. - Intentionally sending intimate images without consent. - Threatening to share intimate images. 	Slide 4-6
Inform of support organisation 2 mins	Go through the different organisations which can help and encourage students to take a picture of the slide if they are allowed phones.	Slide 7
Feedback & Reflection 5 mins	Hand out an exit ticket to each student. This will ask them to reflect on 3 things they learnt during the session, 2 things they found interesting and 1 question they have.	One exit ticket per student. See document titled Exit Ticket which has two on a page to save paper (can be cut up in advance of the session).

Evaluation:

1. Review the exit tickets.

Disclaimer:

This lesson has been created by adapting a commonly used Street Law lesson plan outlined in the article; *'From Zero to 60: Building Belief, Capacity and Community in Street Law Instructors in One Weekend'* by Sean Arthurs, Melinda Cooperman, Jessica Gallagher, Freda Grealy, John Lunney, Rob Marrs and Richard Roe <https://www.northumbriajournals.co.uk/index.php/ijcle/article/view/599>

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