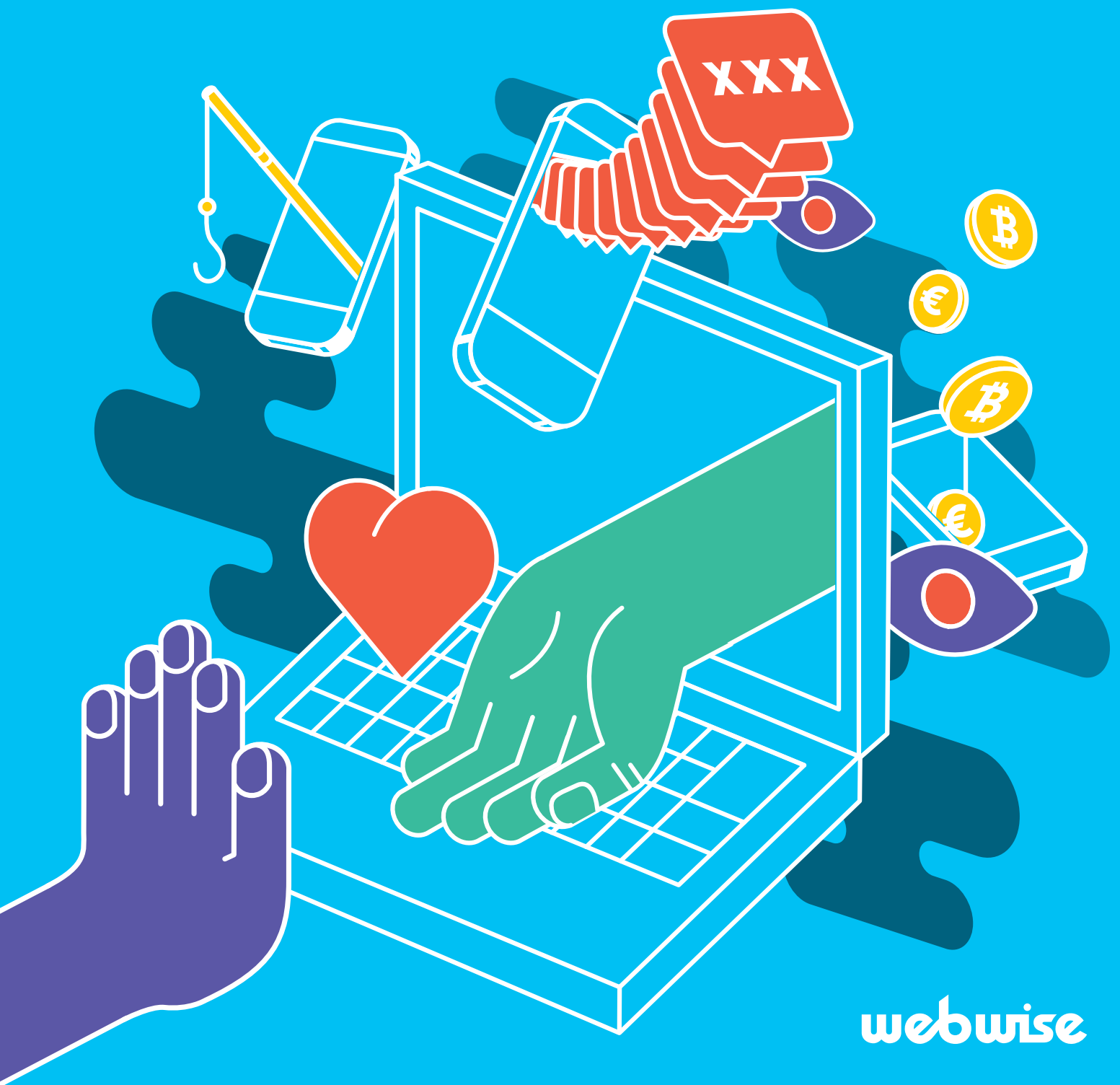


# Be in ctrl.



Garda Secondary Schools Programme



webwise

# Garda Checklist:



**Before you deliver this talk make sure you have dealt with all of the following:**

Become aware of the school’s Acceptable Use Policy/ Code of Behaviour



Speak with the Principal/Teacher before talking to the class (Refer to the Visit Guidelines in Appendix)



Familiarise yourself with any local issues/incidents in class/school/local community which may have relevance



Ensure you have sufficient materials required for the lesson e.g. worksheets, audio/visual equipment



Give the teacher a copy of your lesson and any activities which you think would be of assistance



Familiarise yourself with the visit guidelines (see Appendix 3)



Familiarise yourself with the school’s Child Safeguarding Statement and follow the Child Protection Procedures in cases where students make disclosures



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# How to Use This Resource:

Welcome to Be in Ctrl. This resource aims to help students in post-primary schools understand that online sexual coercion and extortion of children is a crime, to raise awareness of safe online communication and promote help seeking and reporting incidents to the Gardaí.

This booklet is designed to help you make the most of this pack. It contains important information including preparation, support materials and follow-up information. The talk is designed to be delivered by Gardaí in classroom situations with the class teacher present. You may decide to do all or a selection of the activities in this booklet depending on the time available, engagement of the pupils etc.

The centre piece of this pack is the *Say No!* film. It is a short film (10 minutes) based on a composite of real events developed by Europol. The film depicts the story of two teenagers, Anna and George, who become victims of online sexual coercion and exploitation. It explores the ways in which offenders may try to approach young people online and gain their trust in order to get sexual photos or videos of them. The film highlights the two main motivations offenders have for targeting a minor: sexual interest and/or economic interest. It emphasises that online sexual coercion and exploitation is a crime and provides advice on how young people can stay safe online. The film is embedded in the power point presentation and is also available online at [www.webwise.ie](http://www.webwise.ie).

There are also two additional lessons to follow on from this. These lessons will be taught by the SPHE teacher using the teacher's resource pack developed by Webwise to complement this introductory lesson. By focusing on the story of Anna and George in these lessons students will have an opportunity to further analyse how young people can be manipulated by someone they have met online and develop responses to protect themselves online.

It is important that young people understand that the online sexual coercion and extortion of children in Ireland are offences under the Child Trafficking and Pornography Act 1998 and the Criminal Justice (Public Order) Act 1994. The Child Trafficking and Pornography Act 1998 has been recently amended by the **Criminal Law (Sexual Offences) Act 2017**.

# Introduction

This talk aims to inform students that online sexual coercion and extortion of children is a crime. It also aims to provide opportunities for reflection and discussion of safe online communication and to inform students where to find help and support if they are victims of this crime.

**Aims of the lesson:**

- No.1** Understand and define online sexual coercion and extortion
- No.2** Identify warning signs when communicating with someone they have only met online
- No.3** Consider how they can protect themselves when communicating online
- No.4** Seek help and support if they are victims of this crime

The material in this talk draws heavily from the European Cybercrime Centre's 'Online sexual coercion and extortion as a form of crime affecting children - Law Enforcement Perspective' report and supplementary materials in the lesson were produced as part of Europol's awareness campaign on online child sexual coercion and extortion. Both the report and the awareness campaign were launched in Ireland by An Garda Síochána in June 2017.



## Curriculum Intergration

Social Personal Health Education, Junior Cycle.

**Junior Cycle SPHE Modules:** Relationships and Sexuality Education; Personal Safety

## SPHE Short Course:

Strand 3: Team Up – The Relationship Spectrum; Sexuality, Gender Identity and Sexual Health

## Lockers

Lockers is an SPHE resource developed by Webwise to engage second and third year students on the topic of the sharing of explicit self-generated images and non-consensual image sharing. The resource includes information for school leaders and two short high-quality animations that accompany six lesson plans.

The Be in Ctrl resource complements Lockers and both focus on educating pupils on appropriate online behaviour and developing a culture of reporting concerns while fostering empathy, respect and resilience. While not mandatory it is recommended Lockers is used in the SPHE class before this resource.

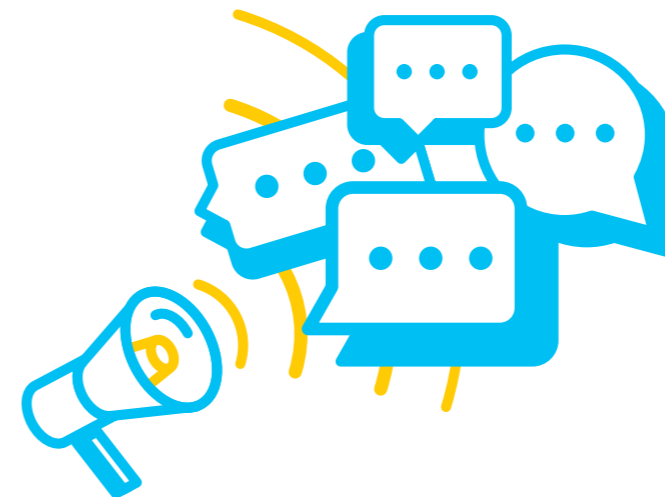
Lockers can be ordered and downloaded from [www.webwise.ie/lockers](http://www.webwise.ie/lockers)

## Best-Practice Guidelines

- This lesson deals with sensitive issues that can impact on the wellbeing of students in the class. It is important to be well informed of the school's Child Protection Policy and to follow the Child Protection Procedures in cases where students make disclosures. Students must be aware of the limits of confidentiality. Examples of this include: if a disclosure is made which presents a risk to the child, a crime is disclosed or information is received requiring investigation. There is a legal obligation to report disclosures made by a child.
- Check the student's emotional state before and after each lesson. This could be done by asking students how they feel about the topic about to be explored before the lesson and by then asking if their feelings have changed at the end of the lesson. You could also use an ice-breaker game to check how students are emotionally.
- Establish ground rules around classroom behaviour and etiquette before attempting to introduce the sensitive topic addressed in this lesson. See Appendix 1 for sample ground rules.
- Know the students well – before giving this talk liaise with the SPHE teacher and year head, guidance counsellor or pastoral care team to identify any possible issues students may have before teaching this lesson. A follow up meeting with the SPHE teacher and team is also recommended, post lesson, to debrief and note any child welfare concerns that took place.

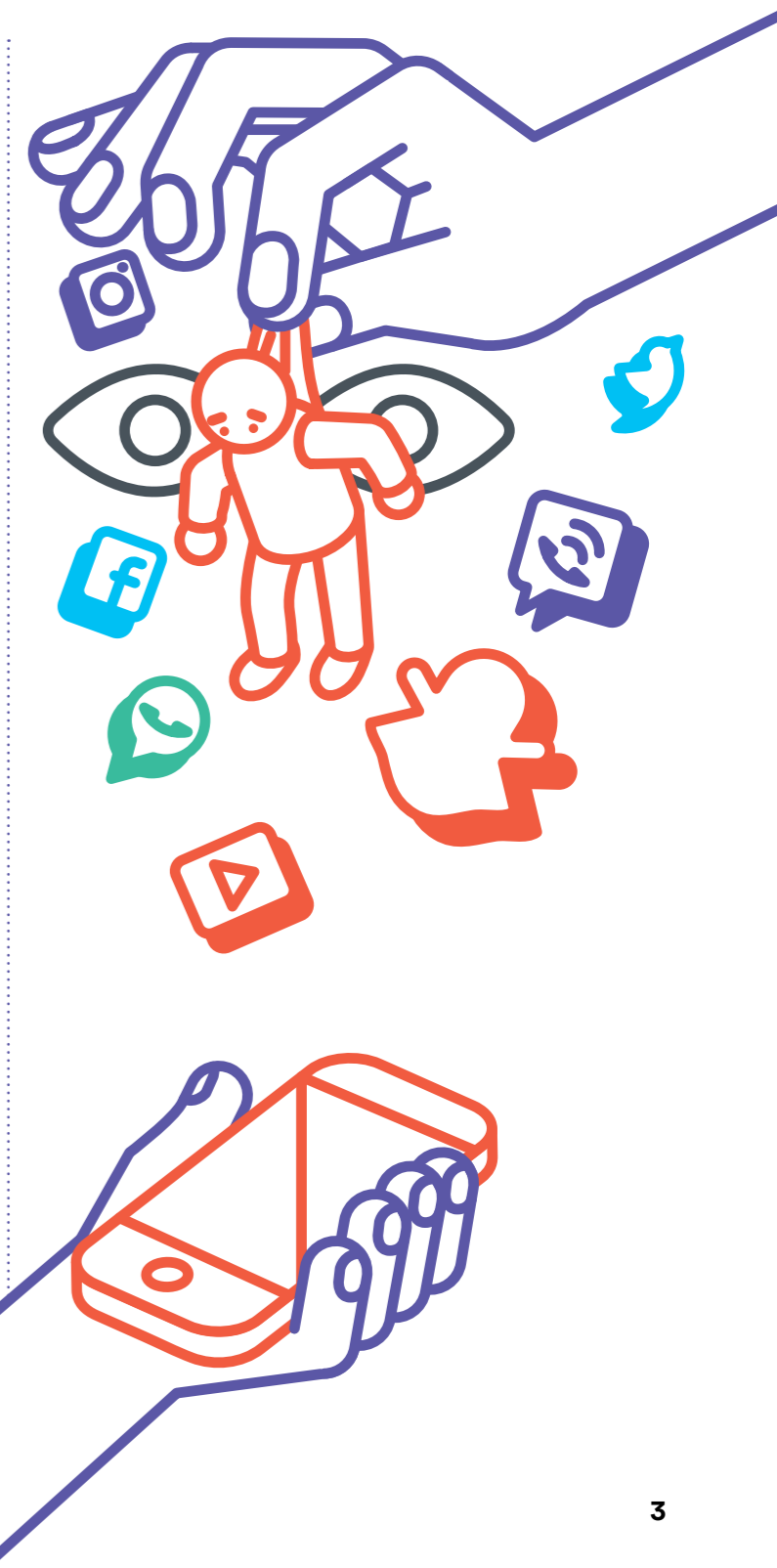


- Inform the students of the supports available to them and highlight how each support can be accessed. Distribute the list of supports included in Appendix 2 and draw students' attention to these resources.
- Leave time for debriefing at the end of the lesson. The suggested activities may sometimes take longer than indicated. Feel free to alter and omit activities to ensure that you address the specific needs of the class.
- Promote strong home/school links. It is important to gain parents support in reinforcing appropriate behaviour online because of the amount of time that young people spend online in the home environment. Webwise provide additional supports, including The Parent's Guide to A Better Internet available to download at [www.webwise.ie/parents](http://www.webwise.ie/parents), to help them talk with confidence to their children about the benefits and risks of the online environment.



### Best-practice guidelines for students with Special Educational Needs (SEN)

- Be familiar with the SPHE guidelines for students with general learning disabilities at [www.sphe.ie/downloads/pdst\\_resources/PP\\_SPHE.pdf](http://www.sphe.ie/downloads/pdst_resources/PP_SPHE.pdf). 'SPHE also explores growth, change, and personal and safety issues. This is important to students with mild general learning disabilities, since their inability to cue into social situations can often leave them more vulnerable to abuse and exploitation. The development of personal care skills is fundamental in the presentation of self to others. Much work is required in this area for these students, and careful planning for this section, in the context of RSE, is recommended'.
- Differentiated worksheets ('a' versions) are provided to assist students who may have slow processing or memory difficulties in figuring out the main points. Students with SEN may have difficulty reading aloud, avoid putting pressure on individual students to read aloud.
- Liaise with the SPHE teacher before giving this talk to identify if there are any students with SEN. If there are SEN students in the class check with the SPHE teacher that pre-teaching to decode and demystify key vocabulary such as 'coercion' and 'extortion' has taken place so that these students may fully participate in the lesson. There is support material for teachers to complete this in the teacher's resource pack.
- It is very important to follow through on how to get help, particularly if students have poor social and communication skills. Remember that students with SEN might not have the emotional literacy of their peers making them particularly vulnerable to exploitation and therefore follow through is essential.
- Some teenagers with SEN may lack social judgement and find it difficult to comprehend right from wrong or the criminality of the online sexual coercion and extortion of children. This is particularly pertinent as these students need to develop the skills to protect themselves. SESS provide training in Social Stories [www.sess.ie/course/social-storiestm](http://www.sess.ie/course/social-storiestm).



# Lesson 1

## Online Sexual Coercion and Exploitation is a Crime

### Core concept:

This lesson gives students an opportunity to recognise that online sexual coercion and extortion of children is a crime, to raise awareness of safe online communication and promote help seeking and reporting.

### Learning Outcomes:

Students will be able to understand and define online sexual coercion and extortion, and will begin to consider how they can protect themselves online and the steps that can be taken when young people are affected by this crime.

### Resources needed:

Power point presentation with *Say No!* video (available at [www.webwise.ie](http://www.webwise.ie)), worksheets 1.1, 1.2 and 1.3, SEN pre-teaching vocabulary list and sample post-teaching rubric, whiteboards/paper and markers (optional).

### Embedding Digital Technologies

Schools with access to digital devices (e.g. tablets, laptops, phones) can capture student responses on relevant worksheets using a variety of web-based tools (e.g. Padlet, Mentimeter, etc).



Opportunities for this are highlighted by the logo.

### Methodologies

Think-pair-share, video analysis, group work, discussion, reflection/application

### Things to consider:

- It is advisable to read the best-practice guidelines before delivering this lesson. Before leading any of the activities included in this resource, it is important that you have established clear ground rules with the class and that students see the SPHE class as an open and caring environment.
- Take the time to outline the supports available to students (both inside and outside of school), should they be affected by any of the issues discussed in the class and need to talk to someone.
- Highlight the fact that if there are any disclosures indicating abuse or underage sexual activity, you are obliged to report the incident.
- Avoid discussing cases familiar to the students, focus discussions on the story of Anna and George presented in the lessons.



## Garda/Teacher Presentation and Activity Script

### Slide 1 – Online Sexual Coercion and Extortion

Today's lesson will focus on the online sexual coercion and extortion of young people. The purpose of this lesson is to inform you that this behaviour is a crime and to raise awareness of how to protect yourself online, where to find help and support, and to give you Ctrl!

This occurs when someone a young person has only met online asks them to send sexual photos and/or videos or perform sexual acts via webcam. They threaten to post the images or videos on the internet or share them with friends/family if the young person doesn't send more images or pay money.

**This is a crime – it is called online sexual coercion and extortion.**

The purpose of this lesson is to recognise this behaviour is a crime and to raise awareness of how to protect yourself online and where to find help and support.

### Slide 2 – Think-Pair-Share Language Activity

Distribute worksheet 1.1 or 1.1a.

This activity will allow students to explore the language surrounding this topic and introduce what is involved in the crime and how young people are targeted by offenders.

Ask students to complete the worksheet individually, then share/update their responses with their neighbour.

When students have finished this activity, provide feedback on the correct answers using slides 3-6.

Allow students time to update their answers as you show slides 3-6.

### Slide 3 – Online Communication

Online communication is how people communicate with each other using the internet, and includes email, messaging apps, forums, chat rooms and social networking sites.

Examples include Whatsapp or Facebook Messenger etc.

### Slide 4 – Online Sexual Exploitation

Online Sexual Exploitation is when young people are persuaded or forced to send or post sexual images of themselves, take part in sexual acts via a webcam or smartphone, or have sexual conversations by text or online.

The person who persuades or forces a young person to do this may be looking for sexual material or money.

### Slide 5 – Coercion

Coercion means to persuade someone to do something by using force or threats.

When someone a young person has only met online has sexual photos/videos of a young person, they may demand more photos/videos or money, and threaten to post the images online or share them with friends/family if the young person doesn't do as they say.

### Slide 6 – Extortion

Extortion means to obtain something, especially money or other property (such as photos/videos), through force or threats.

Someone a young person has only met online threatens to post sexual images of the young person online because they want to receive more explicit photos/videos or they want the young person to pay them money not to post the images.

### Slide 7 – Say No! Video

This video tells the story of Anna and George who were both affected by the crime of online sexual coercion and extortion.

Play the video – running time 10:35.

**Slide 8 – Group Discussion Activity**

Distribute worksheet 1.2 or 1.2a and divide students into small groups.

This activity will allow students to discuss how Anna and George could have protected themselves online and highlight how they compromised their safety and wellbeing. The activity will also encourage students to discuss where Anna and George could have accessed help and support. The final question emphasises the criminality of this behaviour.

Ask students to complete the worksheet in their groups and when they have finished take whole-class feedback.

Ask one group for feedback on how Anna could have protected herself online, then ask the other groups if they have anything else to add.

Ask another group for feedback on how George could have protected himself online, then ask the other groups if they have anything else to add.

Ask another group for feedback on what the key message from the Gardai is, then ask the other groups if they have anything else to add.

Provide further feedback on how young people can protect themselves online and where to access help and support using slides 9-11.

**Slide 9 – Protecting Yourself Online**

There are simple steps you can take to protect yourself online:

**Be In:**

**N2.1 Control** – No regrets – Keep control of what you share online and with whom. A person you only know online may not be what they claim to be. Anything you send to someone, post online or do over a webcam can be saved/recorded without your knowledge. These images can then be shared anywhere and with anyone.

**N2.2 Trustworthy** – A friend of a friend? Don't accept friend requests from someone you don't know. If someone online says they are a friend of a friend,

exercise caution – it is easy to post fake photos or stream a fake video, ask your friend if they have met them in person.

**N2.3 Reality Check** – Be aware of your online presence – think about how your online profile makes you appear to others

**N2.4 Location** – Put your safety first – don't share your location or meet up with someone you have only met online. Keep your private stuff private – don't share private information such as your address, phone number or school, and use the maximum privacy settings on your social media accounts.

**Slide 10 – Warning Signs**

Offenders who want to obtain sexual images or money from young people will do everything they can to gain your trust online. Be cautious and look out for these warning signs:

- Flattering you and giving you lots of attention, like suggesting modelling opportunities, or moving very fast.
- Talking about sex online, sometimes very quickly.
- Asking you to send naked pictures.
- Asking you to move to private chat like WhatsApp or KIK, or live streaming platforms like Skype.
- Asking you to keep your chat secret.
- Displaying mood swings – taking their flattery away and becoming nasty or threatening.
- Claiming their webcam is broken – they pretend to be someone your age and say their webcam isn't working so you can't see them.
- It is very easy to fake a webcam feed, just because you can see someone doesn't mean it is really them.

(Teacher information – KIK messenger is included here as the Gardai receive many notifications regarding online child sexual coercion and extortion from KIK messenger and Chatstep.)

**Slide 11 – Getting Help and Support**

If any young person is experiencing this problem it is important to look for help and support, they are not alone and help is available.

Talk to a trusted adult in the family or in school.

Talk to a friend you can trust.

Call Childline on 1800 66 66 66, text 'Talk' to 50100 or chat online [www.childline.ie](http://www.childline.ie).

If someone is threatening to post or share images don't share more images or pay anything.

Keep the evidence, don't delete anything, save messages, take screenshots and record any details you have.

Stop the communication – block the person and deactivate your social media account. Don't delete the account as this evidence with help the Gardai.

Report the problem to An Garda Síochána – they will help you and take you seriously. They will deal with it in confidence without judging you.

**Optional Activity – Your Life Online**

This activity may be suitable for a one hour class.

Divide students into small groups and distribute an A3 whiteboard or paper and markers to each group.

Ask students to design an online post giving advice to young people. The posts should focus on two areas:

- How to protect yourself online from online sexual coercion and extortion
- Help and support available if affected by the crime

Allocate each group a social media network (Facebook, Instagram, Twitter, Snapchat etc.). Encourage students to customise their posts to the social network they are allocated by drawing/referencing the logo, adding #hashtags etc.

This activity will allow students to recall key messages from the lesson and promote ways to protect themselves online and where to access help and support.

When the posts are complete ask the groups to read their post to the whole class.

**Slide 12 – Reflection Activity**

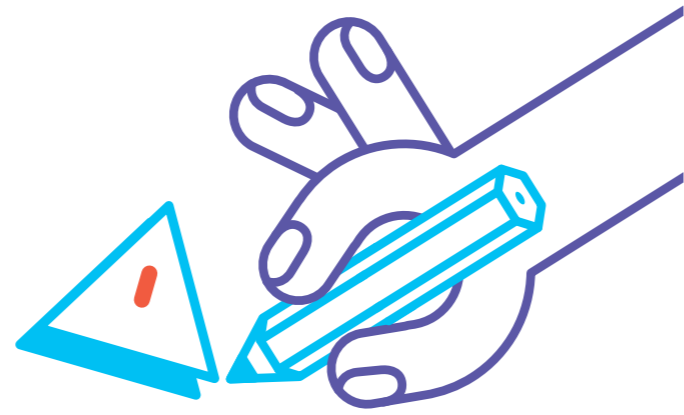
Distribute worksheet 1.3 or 1.3a.

The reflection activity will allow students to apply the learning from the lesson to their own lives, give them a 'To do list' to keep themselves safe online and a list of personal supports they can access when experiencing difficulties.

Ask students to complete the worksheet individually and emphasise their responses are private and will not be shared with the class.

# Worksheet 1.1

## Learning Language



**To do:**

Write a definition of the following phrases/words. Use sentences or individual words that explain the meaning of the phrase/word.

Online Communication is...

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Online Sexual Exploitation is...

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Coercion is...

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Extortion is...

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# Worksheet 1.1a

## Learning Language

**Think, pair, share.**

Match up the phrase/word with the sentence that explains its meaning.

For example, D = 1

- A. Online Communication
- B. Online Sexual Exploitation
- C. Coercion
- D. Extortion

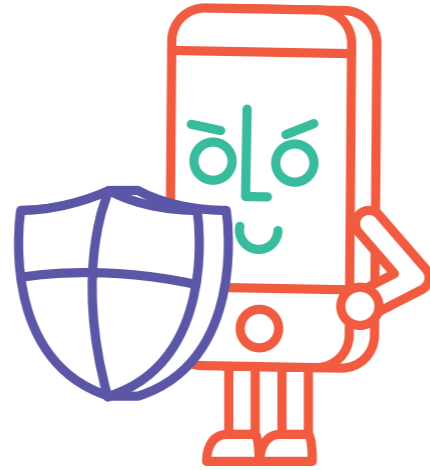
1. Trying to get money or other items (e.g. sexual photos or videos) by using threats
2. Making young people send sexual photos/videos or use a webcam/smartphone
3. Talking using the internet e.g. chat rooms and social networking sites
4. Persuading young people to do something by using threats



A	
B	
C	
D	1

# Worksheet 1.2

## Anna and George



**To do:**

As a group, discuss how Anna and George could have protected themselves online and where they could have looked for help and support when they were asked to send more images/money. Record your answers in the boxes below before giving feedback to the whole class.

<p>How could Anna protect herself online?</p>	<p>Where can Anna and George find help and support?</p>
<p>How could George protect himself online?</p>	<p>What is the key message from the Gardaí for young people?</p>

# Worksheet 1.2a

## Anna and George



**To do:**

As a group, read the list of actions Anna and George could have taken. Decide if they should go under the heading protect herself/himself online or help and support. Record your answers in the boxes to the right before giving feedback to the whole class.

**Actions**

- Don't accept a friend request from someone you don't know.
- Contact the Gardaí.
- Be careful when talking in chat rooms.
- Don't give in to demands to send more pictures/meet up.
- Tell a family member.
- Be careful updating status/profile online – keep profile private.
- Don't give in to demands to send money.
- Tell a trusted friend.
- Don't accept webcam/video calls from someone you don't know.
- Don't send pictures to people you don't know.
- Tell a teacher, counsellor or Principal in school.

<p>How can Anna protect herself online?</p> <p><b>For example:</b> To protect herself online Anna could have not accepted the friend request from someone she didn't know</p>
<p>How can George protect himself online?</p>
<p>Where can Anna and George find help and support?</p> <p><b>For example:</b> For help and support Anna and George could have contacted the Gardaí.</p>





**To do:**

What is the main message from the Gardaí for young people? Complete the sentences using the following words:

- Crime
- Money
- Images

People online may not be who they say they are and try to get sexual photos or videos from you. They may ask you to send more \_\_\_\_\_ or \_\_\_\_\_.

This is a \_\_\_\_\_. Look for help.

# Worksheet 1.3

## Reflection



**To do:**

Think about how you communicate online. What do you need to do to protect yourself?

Think about where you could get help and support. Who would you turn to?

Write a list for each topic in the boxes below.

Online Safety

Finding Help

**To do:**

Write a tweet that could be used to raise awareness of the crime of online sexual coercion and extortion among young people. Include a #hashtag.

# Worksheet 1.3a

## Reflection

### To do:

Think about how you communicate online.

What do you need to do to keep yourself safe. Write a list in the box below.

### Online Safety

Social Media Profile

---

Social Media Settings

---

Online Communication

---

### Finding Help:

Think about where you could get help and support. Who would you turn to? Write a list in the box below.

Family/Friend

---

School

---

Gardaí

---

### To do:

Write a tweet that could be used to tell young people about the crimes shown in the video. Include a [#hashtag](#).

For example:

 **Joe Blog** @JoeBlogsLawBlog [Follow](#)

Forcing young people to send sexual photos/videos or money is a crime. Get help now.

[#BeInCtrl](#) [#EndOnlineExploitation](#)

 4  18  72 

 **Joe Blog** @JoeBlogsLawBlog [Follow](#)

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 1  6  24 

# Appendices



# Appendix 1

## Sample Ground Rules

- No.1** Show respect to everyone.
- No.2** Give everyone a chance to speak.
- No.3** Listen actively and attentively to everyone.
- No.4** What is shared in class, stays in class.
- No.5** Ask for clarification if you are confused.
- No.6** Do not interrupt one another.
- No.7** Challenge one another, but do so respectfully.
- No.8** Critique ideas, not people.
- No.9** Do not offer opinions without supporting evidence.
- No.10** Avoid put-downs (even humorous ones).

- No.11** Take responsibility for the quality of the discussion.
- No.12** Build on one another's comments; work towards shared understanding.
- No.13** Always have materials needed for class in front of you.
- No.14** Do not monopolise discussions.
- No.15** Use I statements: I think, I feel, I believe.
- No.16** Don't give examples of your own experience or examples of what has happened to others.
- No.17** Everyone has the freedom to change their opinion based on reflective discussion.
- No.18** If you are offended by anything said during discussion, acknowledge it immediately.

# Appendix 2

## Who to turn to for help

### General

**An Garda Síochána**  
 In the event of an emergency dial **999/112** or contact your local Garda Station and/or the Garda Child Sexual Abuse Helpline **1800 555 222**.

- Childline**  
 Childline offers a phone service, a text support service (text 'Talk' to 50101) and an online chat service to help support young people.  
**Get in touch:** [childline.ie](http://childline.ie) — 1800 666666
- Barnardos**  
 Barnardos works with vulnerable children and their families in Ireland and campaigns for the rights of all children.  
**Get in touch:** [barnardos.ie](http://barnardos.ie) — 1850 222300
- SpunOut**  
 SpunOut is a youth-focused website. It aims to promote general well-being and healthy living amongst young people.  
**Get in touch:** [spunout.ie](http://spunout.ie)
- Teen-Line Ireland**  
 Teen-Line Ireland is a free phone-support service for teenagers who need someone to talk to.  
**Get in touch:** [teenline.ie](http://teenline.ie) — 1800 833634

## Mental health and well-being

### Aware

Aware offers depression and related mood-disorder support services in the forms of local support groups, a helpline and various education courses.

**Get in touch:** [aware.ie](http://aware.ie) — 1800 80 48 48

### GROW

GROW is a mental-health organisation that helps people who have suffered, or who are suffering, from mental-health problems. It provides a helpline and support groups nationally.

**Get in touch:** [grow.ie](http://grow.ie) — 1890 474474

### Jigsaw

The National Centre for Youth Mental Health. Jigsaw provide supports to young people with their mental health by working closely with communities across Ireland.

**Get in touch:** [jigsaw.ie](http://jigsaw.ie) — 01 472 7010

### MyMind

MyMind is a community-based provider of mental-health services.

**Get in touch:** [www.mymind.org](http://www.mymind.org) — 076 6801060

### Your Mental Health

This website, developed by the HSE, aims to improve awareness and understanding of mental health and well-being in Ireland.

**Get in touch:** [yourmentalhealth.ie](http://yourmentalhealth.ie)

### The National Office for Suicide Prevention

The National Office for Suicide Prevention oversees the implementation of 'ReachOut', coordinates suicide-prevention efforts and speaks with agencies and individuals active in suicide prevention.

**Get in touch:** [nosp.ie](http://nosp.ie) — 01 6201672

### Pieta House

Pieta House is a residential centre for the prevention of self-harm or suicide in Lucan, Co. Dublin. It has outreach centres and centres of excellence around Ireland.

**Get in touch:** [pieta.ie](http://pieta.ie) — 1800 247 247

### ReachOut

ReachOut aims to provide quality assured mental-health information and inspiring real-life stories by young people to help other young people get through tough times.

**Get in touch:** [ie.reachout.com](http://ie.reachout.com)

### Samaritans

Samaritans offers support for people struggling to cope, including those contemplating suicide, through a helpline.

**Get in touch:** [samaritans.org](http://samaritans.org) — 116 123

## Eating disorders

### Bodywhys

Bodywhys supports people affected by eating disorders. It offers confidential support and information services for people affected by eating disorders.

**Get in touch:** [bodywhys.ie](http://bodywhys.ie) — 1890 200444

## Gender and sexuality

### Gay Switchboard Dublin

Gay Switchboard Dublin offers non-directive listening support.

**Get in touch:** [gayswitchboard.ie](http://gayswitchboard.ie) — 01 8721055

### BeLonG To Youth Project

BeLonG To supports lesbian, gay, bisexual and transgender young people in Ireland.

**Get in touch:** [belongto.org](http://belongto.org) — 01 670 6223

### Transgender Equality Network Ireland (TENI)

TENI seeks to improve conditions and advance the rights and equality of trans people and their families.

**Get in touch:** [teni.ie](http://teni.ie) — 01 873 3575

### LGBT Helpline

The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends.

**Get in touch:** [lgbt.ie](http://lgbt.ie) — 1890 929539

## Internet Safety

### Hotline.ie

The hotline.ie service provides an anonymous facility for the public to report suspected illegal content encountered on the internet.

**Get in touch:** [hotline.ie](https://www.hotline.ie) — 1890 610710

### Watch Your Space

Watch Your Space is a website that showcases and supports the work of young people who are running initiatives in their schools and youth groups to beat cyber bullying.

**Get in touch:** [watchyourspace.ie](https://www.watchyourspace.ie)

### Webwise

Webwise is the Irish Internet Safety Awareness Centre, funded by the DES and the EU Safer Internet Programme. It raises awareness of online safety issues and good practice among students, their parents and teachers.

**Get in touch:** [webwise.ie](https://www.webwise.ie)

### Data Protection Commissioner

The Data Protection Commissioner ensures that those who keep data comply with data protection principles. The website gives information on individuals' rights and on organisations' responsibilities.

**Get in touch:** [dataprotection.ie](https://www.dataprotection.ie)

### Internet safety departments

**Facebook:** [facebook.com/help/](https://www.facebook.com/help/)

**Instagram:** [help.instagram.com/667810236572057](https://www.instagram.com/help.667810236572057)

**Snapchat:** [snapchat.com/safety](https://www.snapchat.com/safety)

**Twitter:** [about.twitter.com/safety](https://www.twitter.com/safety)

**YouTube:** [youtube.com/yt/policyandsafety/en-GB/](https://www.youtube.com/yt/policyandsafety/en-GB/)

## Sexual assault

### Cosc

Cosc is the National Office for the Prevention of Domestic, Sexual and Gender-based Violence.

**Get in touch:** [cosc.ie](https://www.cosc.ie)

### The Dublin Rape Crisis Centre

The Dublin Rape Crisis Centre is a national organisation offering a wide range of services to women and men who are affected by rape, sexual assault, sexual harassment or childhood sexual abuse. The services include a national 24-hour helpline.

**Get in touch:** [drcc.ie](https://www.drcc.ie) — 1800 77 88 88

### The Men's Development Network

The Men's Development Network (MDN) works with men to deal with the issues facing themselves, their families, their communities and society. Stopping men's perpetration of domestic abuse and violence against women is a major part of their work.

**Get in touch:** [mens-network.net](https://www.mens-network.net)

### Rape Crisis Network Ireland

Rape Crisis Network Ireland (RCNI) is a specialist information and resource centre on rape and all forms of sexual violence.

**Get in touch:** [rcni.ie](https://www.rcni.ie)

### SAFE Ireland

SAFE Ireland is the only national organisation representing frontline domestic violence services in Ireland.

**Get in touch:** [safeireland.ie](https://www.safeireland.ie)

### Sexual Health and Crisis Pregnancy Programme

The HSE Sexual Health & Crisis Pregnancy Programme is a national programme tasked with developing and implementing a national strategy to address the issue of crisis pregnancy in Ireland.

**Get in touch:** [crisispregnancy.ie](https://www.crisispregnancy.ie)

## Appendix 3

### Guidelines for school visits

### DES Circular 0023/2010

Talks and programmes delivered by outside agencies or speakers must be consistent with and complementary to the school's ethos and SPHE or RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.

It is of the utmost importance that classroom teachers remain in the classroom with the students. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issues that may arise as a result of the external inputs.

Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of same.

It is strongly recommended that parents should be consulted and made aware of any such visiting people or agencies to classrooms and schools.

All programmes and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.

All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

### Inappropriate teaching approaches not to be used by school visitors include:

**Scare tactics:** Information that induces fear and exaggerates negative consequences is inappropriate and counterproductive.

**Sensationalist interventions:** Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk-taking.

**Testimonials:** Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes or heroines of individuals who give testimony.

**Information that is not age-appropriate:** Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

**Once-off or short-term interventions:** Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

**Normalising young people's risky behaviour:** Giving the impression to young people, directly or indirectly, that all their peers will engage or are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

# Appendix 4

## How can you protect yourself online?

Keep control of what and with whom you share your private information online.

Only share photos and videos that you wouldn't mind your friends and family seeing.

**If somebody asks you to send them a sexual photo or to record a video with sexual content, ask yourself: Why does this person want me to do it? What could they do with that photo or video once I send it to them? Could this person use this material to take advantage of me in any way?**

It is perfectly fine to say NO in such circumstances. You and your comfort are important:

If it's a friend you know very well, they should understand that you are not happy about doing things you are uncomfortable with. If not, maybe they're not such a good friend as you thought.

If it's a person you only know online, be more cautious. Can you verify the identity of that person? Talk about it with a trusted person in real life, seek advice.

### Keep your private stuff private

- Don't share your personal information – phone number, address or school – with someone you have only met online. If in doubt, ask yourself, what do they need it for?
- Always set the privacy settings of your social media accounts to protect your private data.

### How do I look?

#### Be aware of your online presence

Abusers look for young people who use a sexualised username, post sexualised pictures or talk about sex online. Think about how your online profile makes you appear to others.

### Want to meet up? Always put your safety first

It is a bad idea to share your location or meet up with someone you have only met online. But if you do so, stay safe: meet in a public place and take a trusted adult with you.

### A 'friend of a friend'?

#### To be sure, ask your friend

It's easy for anyone to post fake photos and stream a fake video over a webcam. If they claim to be a 'friend of a friend', ask your friend if they have met them in person. Anyone can learn about you and your friends from information that they find online.

### Finally... Just between us?

Make sure you don't expose yourself (or your privacy)

If you send sexual photos of yourself to someone online or do embarrassing things in front of a webcam that may be recording without your knowledge, you run the risk of those images being shared anywhere and with anyone. Do you want that to happen?

### More information is available:

[www.europol.europa.eu/activities-services/public-awareness-and-prevention-guides/online-sexual-coercion-and-extortion-crime](http://www.europol.europa.eu/activities-services/public-awareness-and-prevention-guides/online-sexual-coercion-and-extortion-crime)

# Appendix 5

## Glossary

### App:

An app (application) is a software program. An app typically refers to software used on smartphones, tablets or other mobile devices. Some apps are free while others must be bought.

### Blackmail:

According to the Criminal Justice (Public Order) Act and relevant case law, it is illegal to make unwarranted demands with menaces. The definition of menace includes threats to publish explicit photos/videos online.

### Coercion:

To persuade someone to do something by using force or threats.

### Emoji:

A representation of a facial expression, such as a smile or frown. Emojis are generally used in electronic communications to convey the writer's feelings or intended tone.

### Explicit Content:

According to the Child Trafficking and Pornography Act, any photo, video or audio recording that shows a child engaged in sexual activity, or that focuses specifically on the genital region of a child is considered as child pornography and thus illegal.

### Extortion:

To obtain something, especially money or other property, through force or threats.

### Live Streaming Platform:

Software or online service such as Skype used to make video calls or broadcast live video over the internet using a webcam.

### Nude Selfie:

Slang term used by teenagers to describe self-produced intimate images.

### Online Communication:

How people communicate with each other using the internet, including email, messaging apps, forums, chat rooms and social networking sites.

### Online Sexual Coercion and Extortion:

When someone a child has only met online asks them to send sexual photos and/or videos, or perform sexual acts via webcam. The person may ask the child to keep the contact secret, and threatens to post the photos/videos on the internet or share them with friends and family if the child does not send more or pay money.

### Online Sexual Exploitation:

When children are persuaded or forced to send or post sexual images of themselves, take part in sexual acts via a webcam or smartphone, or have sexual conversations by text or online.

### Report:

When users encounter illegal, abusive or inappropriate content on a social networking service, they should use the report-abuse mechanisms to notify the social networking service of the content. Moderators of the service then review the content in light of the report and remove any content that violates their policies.

### Selfie/Self-created Image:

A type of self-portrait photo, typically taken with a hand-held camera phone.

### Smartphone:

A mobile phone that is capable of performing many of the functions of a computer. A smartphone typically has a large screen and an operating system capable of running general-purpose apps.

### Social Networking:

Connecting, communicating and collaborating with others on the internet via online communities. Social networking services can provide an outlet for creativity and expression. Care should be taken by young people when disclosing personal information on social networking services.

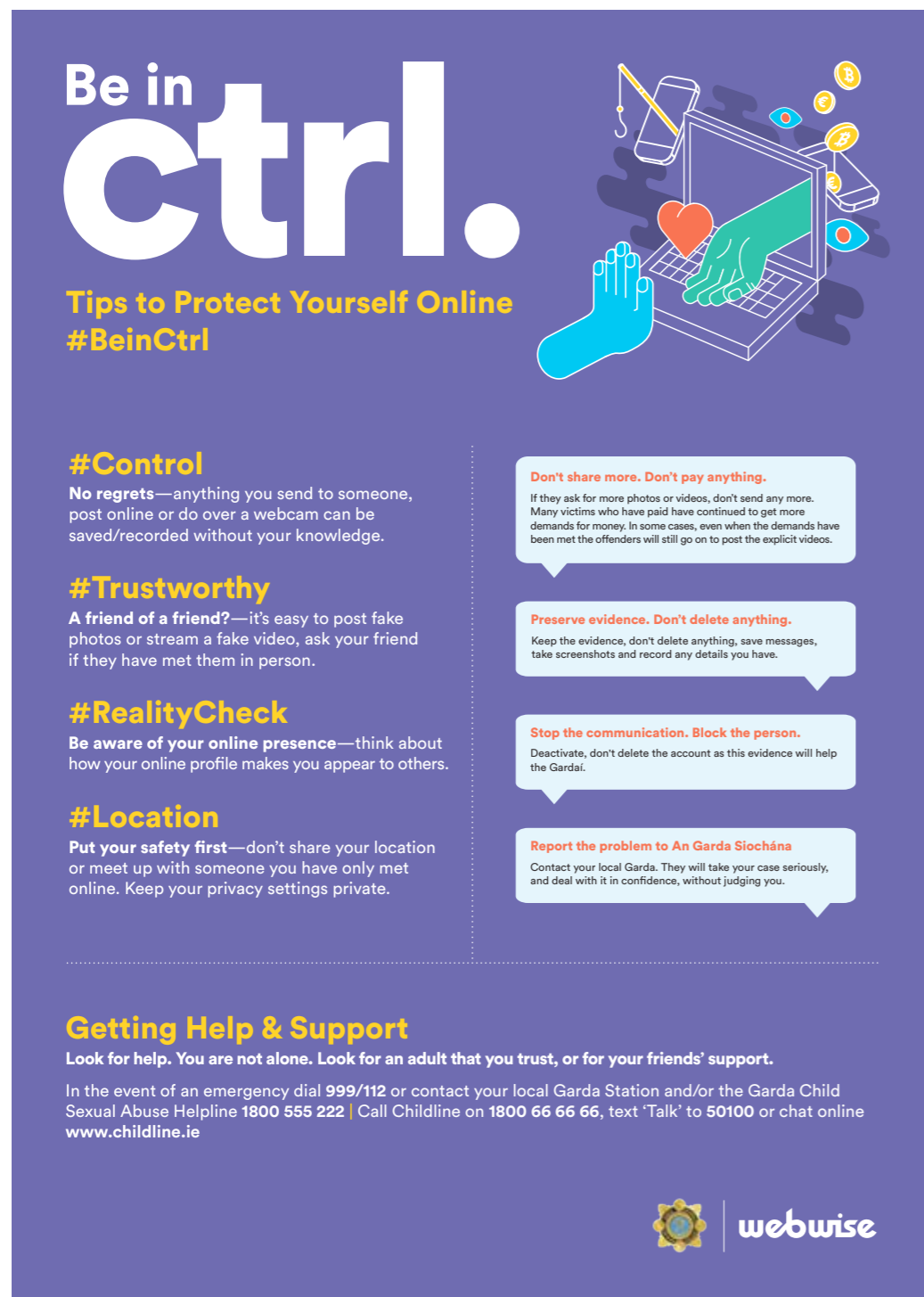
### Webcam:

A webcam is a video camera that feeds or streams its image in real time to or through a computer to computer network. When captured by the computer, the video stream may be saved, viewed or sent on to other networks via the internet. It is very easy to fake a webcam feed.

# Appendix 6

## Classroom Poster

The **Be in Ctrl** poster can be downloaded at [webwise.ie/beinctrl](http://webwise.ie/beinctrl)



The poster features a dark purple background with white and yellow text. At the top left, the title 'Be in Ctrl.' is written in a large, bold font. Below it, the subtitle 'Tips to Protect Yourself Online #BeinCtrl' is displayed. An illustration of a hand typing on a laptop keyboard is shown, surrounded by icons of a smartphone, a heart, and various coins. The main content is organized into four sections: #Control, #Trustworthy, #RealityCheck, and #Location. To the right of these sections are four callout boxes with white backgrounds and purple borders, each containing a specific tip. At the bottom left, there is a section for 'Getting Help & Support' with contact information for Garda Síochána and Childline. The Webwise logo is located at the bottom center.

### Be in Ctrl.

Tips to Protect Yourself Online  
#BeinCtrl

**#Control**  
No regrets—anything you send to someone, post online or do over a webcam can be saved/recorded without your knowledge.

**#Trustworthy**  
A friend of a friend?—it's easy to post fake photos or stream a fake video, ask your friend if they have met them in person.

**#RealityCheck**  
Be aware of your online presence—think about how your online profile makes you appear to others.

**#Location**  
Put your safety first—don't share your location or meet up with someone you have only met online. Keep your privacy settings private.


**Don't share more. Don't pay anything.**  
If they ask for more photos or videos, don't send any more. Many victims who have paid have continued to get more demands for money. In some cases, even when the demands have been met the offenders will still go on to post the explicit videos.

**Preserve evidence. Don't delete anything.**  
Keep the evidence, don't delete anything, save messages, take screenshots and record any details you have.

**Stop the communication. Block the person.**  
Deactivate, don't delete the account as this evidence will help the Gardaí.

**Report the problem to An Garda Síochána**  
Contact your local Garda. They will take your case seriously, and deal with it in confidence, without judging you.

**Getting Help & Support**  
Look for help. You are not alone. Look for an adult that you trust, or for your friends' support.  
In the event of an emergency dial 999/112 or contact your local Garda Station and/or the Garda Child Sexual Abuse Helpline 1800 555 222 | Call Childline on 1800 66 66 66, text 'Talk' to 50100 or chat online [www.childline.ie](http://www.childline.ie)

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Co-financed by the European Union  
Connecting Europe Facility

Co-funded by the Department of Education and Skills and the European Union, through the Connecting Europe Facility (CEF).  
Designed at [detail.ie](http://detail.ie)