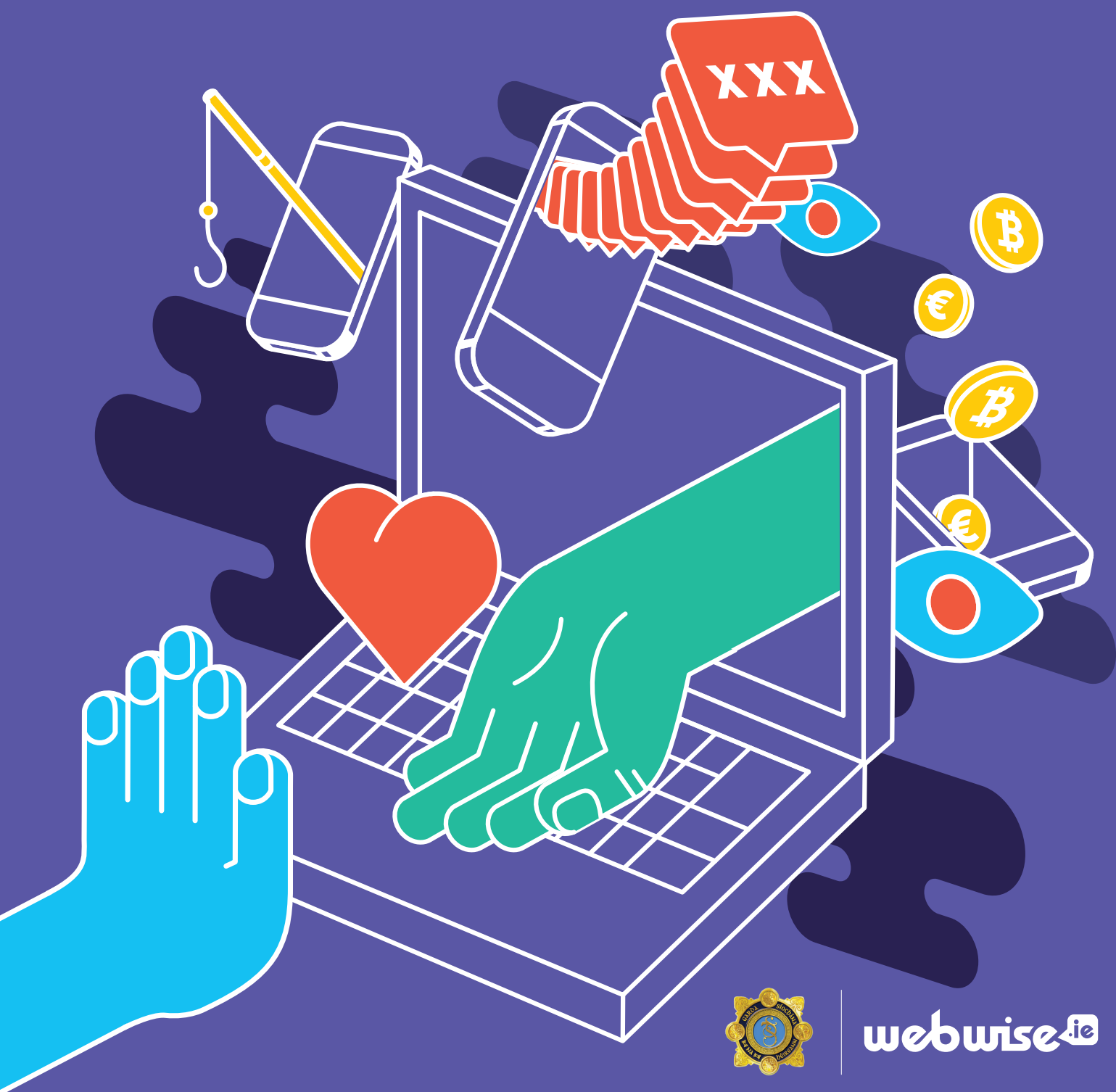


Be in ctrl.

Information and Resources for Schools
Addressing Online Sexual Coercion and Extortion



Contents

Foreword	1	Lesson 3: George's Story	38
<hr/>		Activity 1	39
Teacher Information		Worksheet 3.1 Warning Signs	40
Introduction	2	Worksheet 3.1a Warning Signs	41
Background information and context	3	Activity 2	42
Prevalence and research	4	Worksheet 3.2 Online Communication	43
Legal Framework	6	Worksheet 3.2a Online Communication	44
Child Protection	8	Reflection	45
Considerations for Dealing with a Disclosure	9	Optional Activity Traffic Light Evaluation	46
SPHE Resource	13	<hr/>	
Best Practice Guidelines	15	Reflection Activity – Be in Ctrl Video	
<hr/>		Be in Ctrl Video Reflection Activity	47
Lesson 1:		Worksheet 4.1 #BeInCtrl – Short Film	48
Online Sexual Coercion and Exploitation is a Crime	18	Worksheet 4.2 Reflection activity card	49
Garda/Teacher Presentation and Activity Script	20	<hr/>	
Worksheet 1.1 Learning Language	23	Appendices	51
Worksheet 1.1a Learning Language	24	Sample Ground Rules	52
Worksheet 1.2 Anna and George	25	Vocabulary List for SEN students	53
Worksheet 1.2a Anna and George	26	Sample Vocabulary & Comprehension Rubric for SEN students	54
Worksheet 1.3 Reflection	28	Who to turn to for help	55
Worksheet 1.3a Reflection	29	Guidelines for school visits	59
<hr/>		Classroom poster	60
Lesson 2: Anna's Story	30	Sample letter to parents	61
Activity 1	31	How can you protect yourself online?	62
Worksheet 2.1 Warning Signs	32	Glossary	63
Worksheet 2.1a Warning Signs	33	Other Applicable Legislation	64
Optional Activity Life Online Walking Debate	34	<hr/>	
Worksheet 2.2 Thoughts and Feelings	35	About us	65
Worksheet 2.2a Thoughts and Feelings	36		
Reflection	37		

Foreword

Access to the online environment has expanded dramatically over the last ten years and thus become an integral part of young people's lives. This should be considered as a natural part of their development. However, as new technologies evolve, the ways in which young people use their online environment to communicate and form relationships are also in flux. While there are many benefits to this technological expansion, like growing internet coverage and the widespread availability of mobile devices, there are also many more perils for young people. Therefore, it is our collective responsibility to educate young people on the threats they may experience, and protect them to make the online environment as safe as possible. Where something untoward happens online we should provide clear and effective reporting and support mechanisms so they know where to turn to for assistance.

Online sexual coercion and extortion is one of the new crime phenomena of the digital age. It occurs when young people are persuaded or forced to send sexual images and/or videos of themselves, or perform sexual acts via webcam. This is facilitated through the use of deceptive strategies such as impersonation, hacking, or the theft of the child's image and the use of coercion, through threats and intimidation. The two main motivations for this crime are: content driven, for sexual purposes, and financially driven, with an economic motivation.

Victims can be reluctant to come forward to the Gardaí or seek help as they are embarrassed about the material the perpetrator has, or because they are unaware that they are victims of crime. The consequences for the wellbeing of young people who fall victim to this type of crime include fear, anxiety, depression and an increased risk of self-harm including suicide or suicide attempts. Hence, the development of the *Be in Ctrl* pack, as a preventive campaign to raise awareness and protect young people is essential.

For school leaders, it is important they are well informed on this issue in order to be best prepared to provide support to those most vulnerable in overcoming the risks posed in the online environment. The *Be in Ctrl* resource, created in partnership with An Garda Síochána, seeks to inform school leaders and teachers about online sexual coercion and extortion of children. The resource is designed to educate and inform students that it is a crime. It aims to promote appropriate online behaviour and develop a culture of reporting while fostering empathy, respect and resilience. The resource contains three lessons to support schools as they address this issue in the context of the Social, Personal and Health Education (SPHE) programme.

In addition, we need to take action within the classroom in order to raise awareness and empower students to seek help or to report instances of such to the Gardaí. National and international research has consistently shown that the qualified classroom teacher has a powerful impact on influencing students' attitudes, values and behaviour. They are best placed to work sensitively and consistently with students.

I believe that the exemplar lessons, the resources and teaching materials will provide comprehensive support for teachers to help them guide and protect their students and to enable young people to be wiser and safer Internet users.

I would like to sincerely thank all of those involved in the development of this resource; An Garda Síochána, Webwise – the internet safety initiative of the PDST Technology in Education team, the members of the PDST Health and Wellbeing team, the Inspectorate in the Department of Education, members of the Special Education Support Service (SESS), Danielle Flynn and Brian Hallissey BL.



Ciara O'Donnell

Teacher Information

Introduction

The online sexual coercion and extortion of children is a crime. It occurs when someone a child has only met online asks them to send sexual photos and/or videos, or perform sexual acts via webcam. The offender may ask the child to keep the contact secret, threaten to post the photos or videos on the internet or share them with the child's friends and family if the child does not send more or pay money.

When targeting a minor, offenders have two main motivations:

No.1 A sexual interest in children, where the objective of the extortive exchange is the procurement of sexual material (photos and/or videos depicting the child) or a sexual encounter offline.

No.2 An economic interest, where the objective is to gain financially from the extortion.

(A combination of both is also possible.)

While the SPHE curriculum, and a range of resources are available to promote specific issues, there is an onus on the educational system to ensure that up-to-date resources are provided to cope with the emerging threats to students' safety. This resource addresses online sexual coercion and extortion. It is mapped to the Junior Cycle SPHE curriculum and is intended for use with second and third year students.

This resource created in partnership with An Garda Síochána seeks to inform school leaders and teachers about the online sexual coercion and extortion of children and how a school can address this issue, in collaboration with students' parents. The resource contains three lessons to support schools as they address the issue in the context of the Social, Personal and Health Education (SPHE) programme.

The introduction to the resource draws heavily from the European Cybercrime Centre's *'Online sexual coercion and extortion as a form of crime affecting children – Law Enforcement Perspective'* report. Supplementary materials in the lessons 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.



Background Information and Context



Children are increasingly using the internet to communicate and form relationships and this can be considered a natural part of their development. Online behaviour has dramatically changed in recent years, with new communication channels, improving internet coverage and access to mobile devices. *Net Children Go Mobile* research shows 1 in 5 children (22%) have had contact online with people they have never met face to face.¹ There is a collective responsibility to educate children on how to protect themselves online.

‘One of the new and emerging manifestations in online behaviour is a phenomenon referred to... as online sexual coercion and extortion’². It has also been described as ‘webcam blackmail’. This cyber-enabled crime involves blackmailing individuals whose sexual photo and/or video was made available in an online environment. There are two major motivations for the online sexual coercion and extortion of children; sexual and financial.

Offenders approach children online to obtain sexual photos and/or videos. To achieve this they try to gain trust, establish a relationship and lure minors into sexualised conversation and performing sexual acts online. When offenders have possession of sexual photos and/or videos, they may demand more images or ask for money, threatening to share the images online if the child doesn’t do as they say. Offenders may not necessarily be adults, cases can also involve peers.

The National Centre for Missing and Exploited Children (NCMEC)³ analysed CyberTipline⁴ reports⁵ and found that 78% of offenders wanted to acquire increasingly more explicit sexual content of the child and 7% wanted to obtain money or goods.⁶ The sexual gratification of a perpetrator appears to be the primary motivating factor. Offenders commonly escalate their demands, both in the quantity of images/videos and/or the level of seriousness.⁷ Financially motivated offences are predominantly carried out by organised offenders based outside of the European Union (EU) and are a comparatively new trend. A high profile case of this kind was the suicide of a 17 year old boy from Scotland, who was targeted by a group operating from the Philippines. He was tricked into taking part in an explicit Skype chat believing he was talking to a girl of the same age in the United States. The offender demanded money

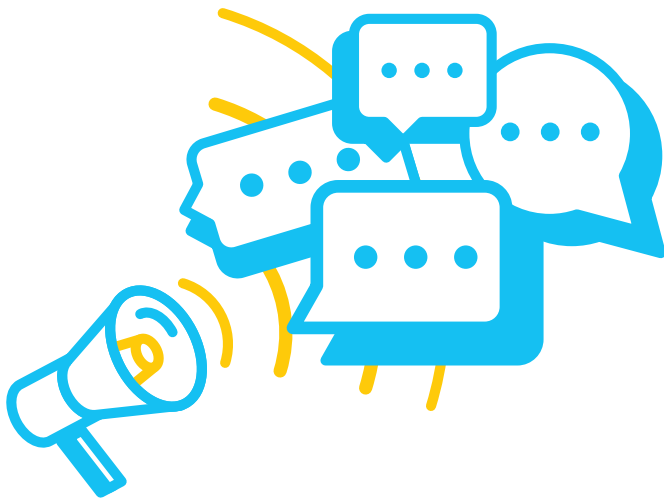
and threatened to post his naked images on social networking sites if he failed to pay.⁸

The NCMEC also collected information detailing the manipulation tactics used, often in combination, by offenders:

- Reciprocation – ‘I’ll show you if you show me’
- Developing a bond by establishing a friendship/romantic relationship online
- Using multiple online identities against a given child, as the person coercing or extorting for sexual content as well as pretending to be a supportive friend or sympathetic victim of the same offender
- Pretending to be younger
- Pretending to be female when they are really male
- Accessing the child’s online social media account without authorisation and stealing sexual content involving the child
- Recording the child unbeknownst to them while on a video chat
- Initially offering something to the child, such as money or drugs, in exchange for sexually explicit material
- Pretending to work for a modelling agency
- Using pre-recorded footage, often created by specialised software or obtained from pornography and live-sex camera sites⁹

The NCMEC found that 67% of offenders threatened to post sexual content online, with 29% specifically threatening to post it in a place for the victim’s family and friends to see. Other tactics used by the perpetrators include:

- Physically threatening to hurt or sexually assault the child or his/her family members
- Threatening to take their own lives
- Threatening to create sexual content involving the child by using digital editing tools



- Creating a fake profile as the child and threatening to post sexual content involving the child
- Saving sexually explicit conversations with the child and threatening to post them online¹⁰

Many children do not seek help or report their concerns to the Gardai because they are embarrassed about the material the perpetrator has or because they are unaware they are the victims of a crime. In the context of preventative intervention, an awareness programme addressing the characteristics of online sexual coercion and extortion of children will make children and young people aware of acceptable and unacceptable online communication, including the illegality of some online practices.

Prevalence and Research

Online sexual coercion and extortion of children, as one of the new crime phenomena of the digital age, is greatly in need of further research. Assessing the scope of online sexual coercion and extortion affecting children is challenging as it may be heavily underreported and there are no data sets which could be used for comparison. There are currently no statistics available detailing the prevalence of these offences in Ireland but reports recently published in Europe can help to shape a picture of the online sexual coercion and extortion of children.

*The Brookings' report*¹¹ aimed to define the remote coercion of sexual material or activity and focused on 78 cases involving 1397 victims. The author's state this figure is the tip of the iceberg, the number of actual victims believed to range between 3000 and 6500. Of the 78 cases, 71% involved only minors and 18% involved a mix of minors and adults.¹²

The NCMEC data also highlights key findings in this area. 1428 reports of online sexual coercion and extortion of children were received by CyberTipline from October 2013 to April 2016. According to NCMEC, since the CyberTipline began tracking this phenomenon in October 2013 these reports have been on the rise. In the first full two years, between 2014 and 2015, there was a 90% increase in the total number of reports. This pattern has continued, with reports up 150% within the first several months of 2016 compared to the number of reports in the same time frame in 2014.¹³

The UK National Crime Agency's Anti-Kidnap and Extortion Unit (AKEU) received 1247 reports of offences assessed as cyber-enabled blackmail in 2016, more than triple the figure for the previous year (386)¹⁴ The offender's motivation was specified in 738 of the 1247 cases, and the majority of cases (665) were financially motivated.¹⁵

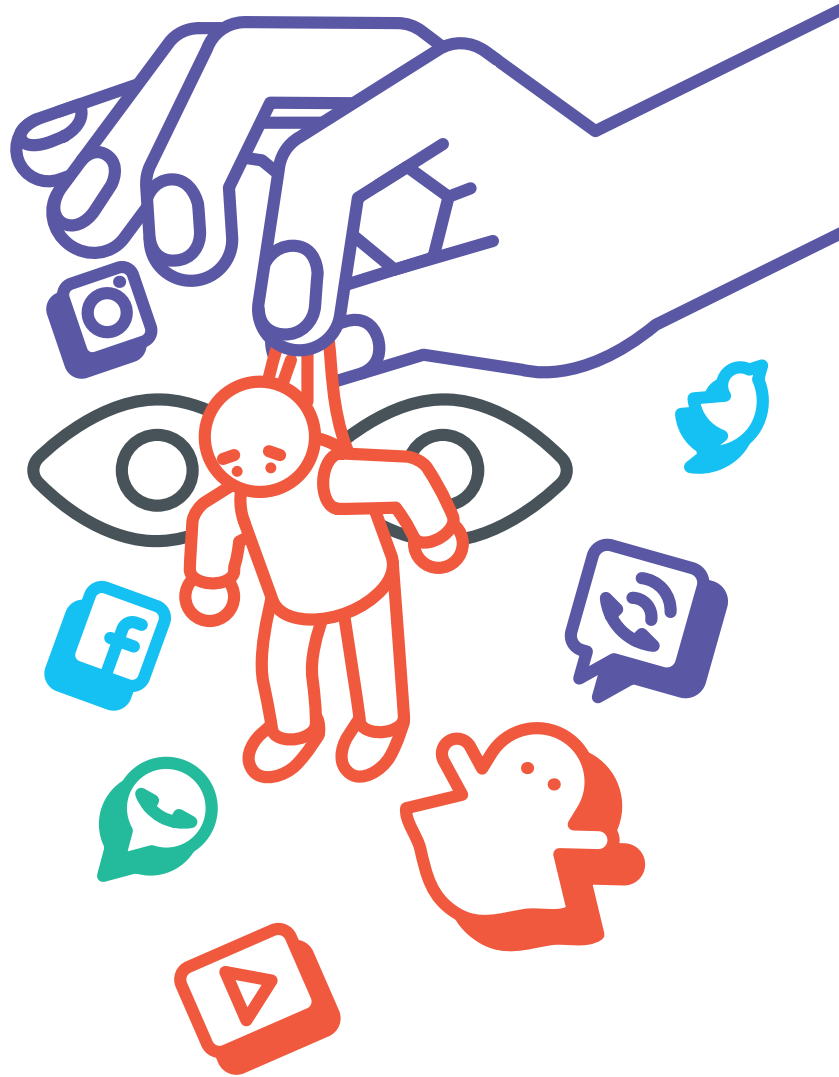
Offenders whose main motivation is to obtain sexual material and/or sexual favours offline are typically male, operate alone but share or exchange the acquired content, may act on both an international or national level, target female victims, and may know the victim in person.¹⁶ Offenders whose main motivation is to obtain money are both male and female, are members of an organised criminal enterprise, operate in teams based in developing countries, may act on both an international or national level, target male victims based in countries linked by language and do not know the victim in person.¹⁷

Characteristics of children involved in cases of online sexual coercion and extortion include:

- Naivety of the children, either on a relational level or on a technical level
- Absence of parental control/engagement with online behaviour
- A willingness to share self-generated sexual content
- A significant amount of time spent online each day
- The use of social networks and other ways of online communication, especially through mobile devices
- Befriending strangers
- Sexualised conversations with strangers
- A lack of technical knowledge about the dangers of the internet¹⁸

There can be serious, negative consequences for the wellbeing of children involved in cases of online sexual coercion and extortion. NCMEC's study found children commonly experienced a range of negative outcomes, including hopelessness, fear, anxiety and depression.¹⁹ Note these characteristics are applicable in particular to children and young people with special educational needs and disabilities as they are significantly more likely to be vulnerable or victimised than those who don't have any.

According to Child Sexual Exploitation (CSE) experts from the European Multidisciplinary Platform Against Criminal Threats (EMPACT-Cyber-CSE) community, notifications about cases of online sexual coercion and extortion of children were received via multiple sources. Around 70% were reported directly by the victims, family members or teachers.²⁰

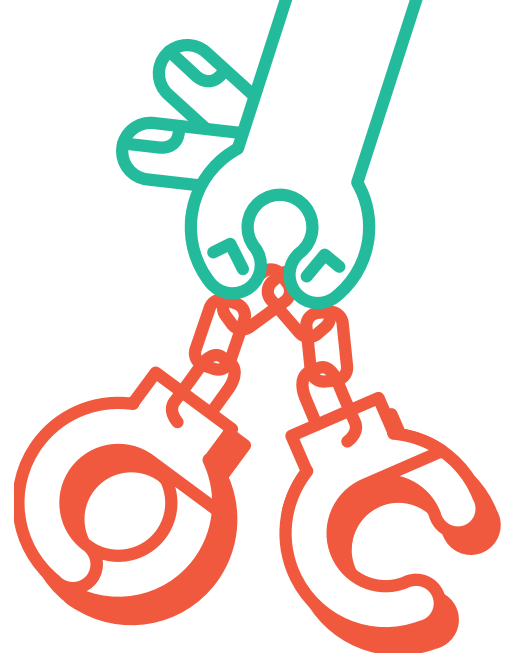


Legal Framework

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.

Child Trafficking and Pornography Act 1998 (as amended by the Criminal Law (Sexual Offences) Act 2017)

The sharing of explicit images of minors is captured by the Child Trafficking and Pornography Act 1998. This act is designed to protect children from exploitation. The Act defines “child” as: “a person under the age of 18 years”. It creates three main offences, namely (1) creation, (2) distribution and (3) possession of child pornography. If sexual images or videos of a child are shared or stored on a device the act can be invoked, provided the content meets the definition of child pornography. Self-produced explicit images exchanged by adolescents, under the age of 18, could be considered as child pornography.



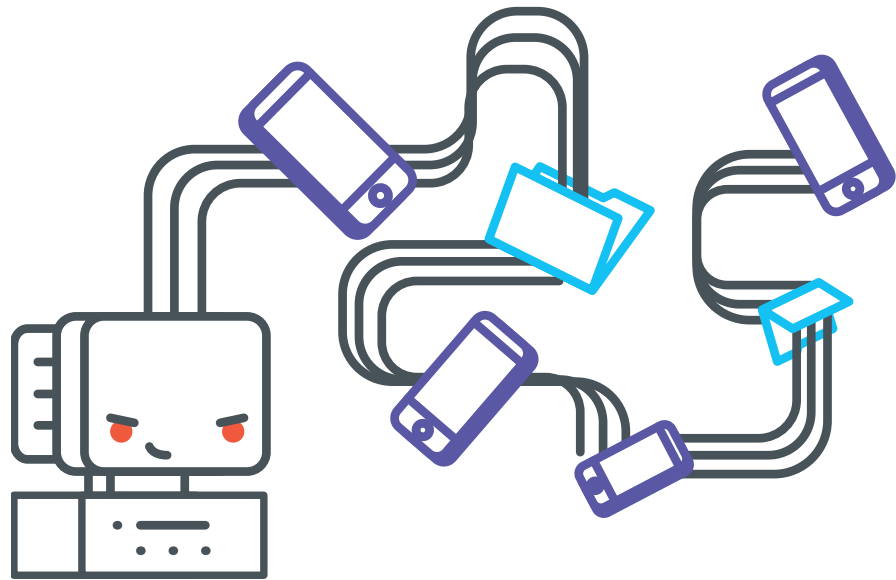
The Act defines child pornography as:

- (a) Any visual representation –
 - (i) that shows, or in the case of a document relates to, a person who is or is depicted as being a child and who is engaged in or is depicted as being engaged in real or simulated sexually explicit activity,
 - (ii) that shows, or in the case of a document relates to, a person who is or is depicted as being a child and who is or is depicted as witnessing any such activity by any person or persons, or
 - (iii) that shows, for a sexual purpose, the genital or anal region of a child or of a person depicted as being a child,
- (b) Any audio representation of a person who is or is represented as being a child and who is engaged in or is represented as being engaged in explicit sexual activity,
- (c) Any visual or audio representation that advocates, encourages or counsels any sexual activity with children which is an offence under any enactment, or
- (d) Any visual representation or description of, or information relating to, a child that indicates or implies that the child is available to be used for the purpose of sexual exploitation within the meaning of section 3.

As the “creation” of child pornography is an offence under the Act, it means that taking a nude selfie amounts to an offence, even if it is never shared or sent to another person. Distribution occurs when the image or video is shared with another person. Possession occurs when an image or video is received (or if a person creates and stores the image or video).

Section 2(2) confirms that child pornography also includes “a figure resembling a person that has been generated or modified by computer-graphics or otherwise”. Therefore, “copying and pasting” a child’s face onto the body of someone else, can amount to child pornography.

Under section 3 it is an offence to use a child for the purpose of his or her sexual exploitation. As section 3(2) provides: a person who – (a) sexually exploits a child, or (b) takes, detains, or restricts the personal liberty of, a child for the purpose of his or her sexual exploitation, shall be guilty of an offence and shall be liable upon conviction on indictment.



Sexual exploitation is defined as: “inducing or coercing ... inviting the child to engage or participate in any sexual, indecent or obscene act which, if done, would involve the commission of an offence against the child, or inviting, inducing or coercing the child to observe any sexual, indecent or obscene act, for the purpose of corrupting or depraving the child”

In respect of the production of child pornography: a person who recruits, coerces or directs a child to engage or participate in child prostitution or the production of child pornography and knowingly gains from these activities shall be guilty of an offence. Furthermore, section 5A states that a person who knowingly attends a pornographic performance is guilty of an offence. Attending a pornographic performance includes using digital technologies to view recorded or live streaming videos that show a child engaged in sexual activity, or that focuses specifically on the genital region of the child. Therefore, in a case of online sexual extortion or coercion, serious offences are committed under the existing amended legislation.

In short, all cases involving the creation, distribution or possession of explicit images of children are potentially criminal and should be reported to the An Garda Síochána. The duty to notify the Gardaí in these cases is required by the Criminal Justice (Withholding of Information on Offences Against Children and Vulnerable Persons) Act 2012. **The Children First Act 2015 also outlines the reporting requirements that are placed on teachers (and other “mandated persons” who work with children) to file a report to Tusla, the Child and Family Agency.**

What are the punishments?

It is important to note that in cases of self-generated explicit content or ‘nude selfies’, the person him/herself can be the creator, distributor and possessor of illegal content. The law in this area was designed to protect children from exploitation and not criminalise their reckless acts. That said, approaches will differ from Garda Station to Garda Station. There is currently no protocol on how to deal with ‘nude selfies’ created by adolescents for the Gardaí to follow.

As the act was not originally intended to deal with ‘nude selfies’ of teens, but rather for people guilty of trading in child abuse images, the punishments for people found guilty under the act are harsh. Punishments include imprisonment, a fine and also placement on the sex offenders register.

With certain offences there is a discretion as to whether an individual is placed on the register (for example, where the two persons involved are similar in age). However, for the offences of creation, distribution and possession of child pornography no such discretion exists. Therefore if a person is convicted of such an offence, that person will automatically be placed on the register for at least 2½ years.

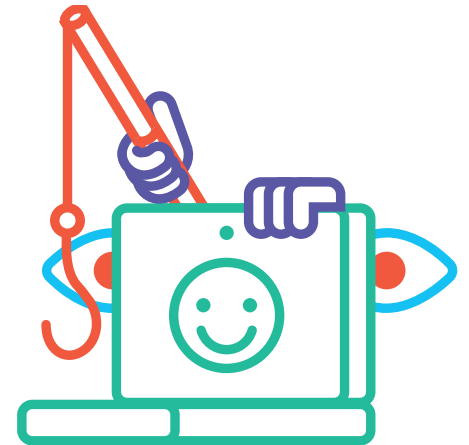
Criminal Law (Sexual Offences) Act 2017

The recently passed Criminal Law (Sexual Offences) Act 2017 creates new offences as well as amending existing legislation (as set above).

Section 6 makes it an offence to intentionally cause a child to watch sexual activity. A person found guilty of this offence shall be liable on conviction to imprisonment for a term not exceeding 10 years.

Section 8 creates an offence of the “Use of information and communication technology to facilitate sexual exploitation of child”. It provides:

- No.1** A person who by means of information and communication technology communicates with another person (including a child) for the purpose of facilitating the sexual exploitation of a child by that person or any other person shall be guilty of an offence and liable on conviction on indictment to imprisonment for a term not exceeding 14 years.



Coco's Law – Harassment, Harmful Communications and Related Offences Act 2020

Ireland has recently introduced specific criminal legislation – Harassment, Harmful Communications and Related Offences Act 2020 to deal with the non-consensual distribution of intimate images, sometimes known as “revenge porn”.²¹

This legislation creates two new offences dealing with the non-consensual distribution of intimate images.

NO.1 The first offence (section 2) deals with the distribution, publication or threat to distribute or publish intimate images without consent, and with intent to cause harm to the victim. This carries a maximum penalty of an unlimited fine and/or 7 years’ imprisonment.

NO.2 The second offence (section 3) deals with the taking, distribution or publication of intimate images without consent, even if there was no intent to cause harm to the victim. This offence carries a maximum penalty of a €5,000 fine and/or 12 months’ imprisonment.

The legislation also provides that it is irrelevant that a person may have consented to the taking of an image if it is subsequently published or distributed without their consent. It will be an aggravating factor for the purposes of sentencing if the perpetrator of the offence is the spouse or civil partner, or is or was in an intimate relationship with the victim of the offence.

The definition of an “intimate image” under the Act is quite wide and includes a photo or video (a) of what is, or purports to be the person’s genitals, buttocks or anal region and, in the case of a female, her breasts (b) of the underwear covering the person’s genitals, buttocks or anal region and, in the case of a female, her breasts, (c) in which the person is nude, or (d) in which the person is engaged in sexual activity.

Although the Harassment, Harmful Communications and Related Offences Act 2020 was introduced to specifically deal with revenge porn and the non-consensual distribution of intimate images, where the person depicted is under 18, the Child Trafficking and Pornography Act 1998 will also apply. The DPP may still prosecute under both Acts.

Criminal Justice (Public Order) Act 1994

Section 17 of the Act deals with blackmail and extortion offences. Section 17(1) provides “It shall be an offence for any person who, with a view to gain for himself or another or with intent to cause a loss to another, makes any unwarranted demand with menaces”. While there is no definition in the Act for ‘menaces’, the meaning of the word was considered in the case of *Thorne v Motor Trade Association (1937)* where the Court stated that ‘the word menace is to be liberally construed, and not as limited to threats of violence but as to include threats of any action detrimental to or unpleasant to the person addressed.’ The definition of menace would include threats to publish explicit photos/videos online.²² In cases where the perpetrator already possesses intimate images or videos of the victim and threatens or blackmails to publish those images or videos, then it is likely that the case would also be prosecuted under the specific offences created by Ss. 2 or 3 of the 2020 Act.

It is likely that an offence under Section 17 would only be committed where the perpetrator threatens to publish the photos/images in return for money. For example, in a case involving a threat to publish images/videos unless more videos or images were sent by the victim, then it is unlikely an offence is committed under the 1994 Act as “making a gain” or “causing a loss” is likely to be construed as a monetary gain or loss only (but this is ultimately a matter for a Court to determine). However, in such a case, an offence under the 2020 Act is still committed given the threat to publish the intimate image/video.

Other Applicable Legislation

The legislation outlined above are the laws which directly deal with sexual coercion and extortion. There are other legislative provisions which may also apply depending on the circumstances of the particular case, see Appendix 10.

More information on the Harassment, Harmful Communications and Related Offences Act 2020 can be found in the Lockers Programme: webwise.ie/lockers.

Child Protection

Children First Act 2015

The Children First Act 2015 outlines the reporting requirements that are placed on teachers as ‘mandated persons’. Teachers have a legal obligation to report to Tusla, the Child and Family Agency, should they know, believe or have reasonable grounds to suspect that a child is being harmed, has been harmed or is at risk of being harmed. Teachers also have a legal obligation to report disclosures made by a child.

The act states that where a “mandated person” (which includes a teacher registered with the Teaching Council) knows, believes or has reasonable grounds to suspect, on the basis of information that he or she has received, acquired or becomes aware of in the course of his or her employment or profession as such a mandated person, that a child – (a) has been harmed, (b) is being harmed, or (c) is at risk of being harmed, he or she shall, as soon as practicable, report that knowledge, belief or suspicion, as the case may be, to Tusla, the Child and Family Agency.

The definition of “harm” includes sexual abuse. Sexual abuse is defined under the 2015 Act as “an offence against the child, specified offences include the following offences under the 1998 Act:

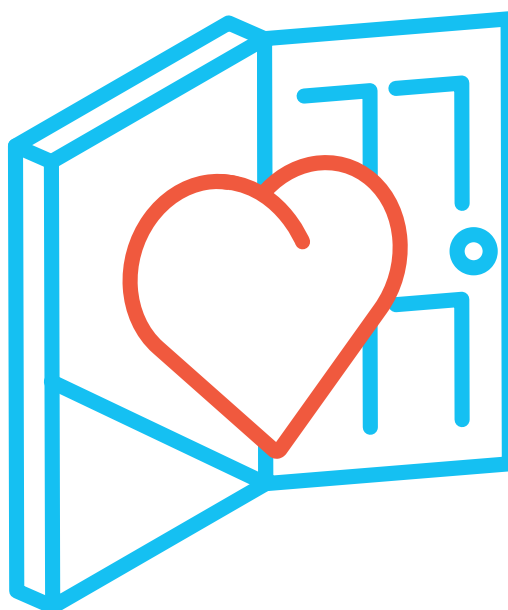
- Section 4** (allowing child to be used for child pornography);
- Section 4A** (organising etc. child prostitution or production of child pornography);
- Section 5A** (participation of child in pornographic performance)

It also includes the following offences under the 2017 Act:

- Section 6** (causing child to watch sexual activity)
- Section 8** (use of information and communication technology to facilitate sexual exploitation of child)

All concerns about sexual abuse must be submitted as a mandated report to Tusla. Tusla needs to be informed of all risks to children, as the removal of a risk to one child does not necessarily mean that there are no other children at risk. The information contained in a disclosure may be critical to Tusla’s assessment of risk to another child either now or in the future.

If a staff member receives a disclosure from a student about online sexual coercion and extortion of children, the Child Protection Procedures for Primary and Post-Primary 2017 must be followed.



Continued overleaf →

Considerations for Dealing with a Disclosure



The school's duty of care:

It is well established that a school owes a duty of care to its students. Given the nature of online sexual coercion and extortion, it is at least arguable, that a school will be expected to take active steps in ensuring its students are informed of the dangers and consequences of such activity. It is the responsibility of all schools to contribute to the prevention of child abuse and neglect through curricular provision. In that context the online sexual coercion and extortion of children is best addressed in the context of the Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) programmes. The modules on personal safety, emotional health, and relationships and sexuality are particularly relevant to child welfare and protection.

Schools should take an active approach to meet the standard of care expected of them by educating the students and having strong, well-researched policies and procedures in place. Under the Child Protection Procedures for Primary and Post-Primary Schools 2017, schools are required to produce and display a Child Safeguarding Statement. This is a written statement that specifies the procedures that are in place to ensure that children are protected from harm. These procedures require that the name of the Designated Liaison Person (DLP) and the Deputy DLP shall be recorded in the Child Safeguarding Statement and that the statement should be displayed in a prominent place, near the main entrance to the school.

Wellbeing

It is very important that schools create a supportive environment for students who are victims of online sexual coercion and extortion. Schools should consider addressing any issues that arise through awareness campaigns and relevant relationship and sexuality education programmes. The effects of online sexual coercion and extortion on a person's wellbeing can be very serious. If a family member or friend has been involved in creating/obtaining the explicit images, it may not be safe for the child to go home that evening. Tusla and the Gardaí should be contacted and their advice should be followed by the school. If the student is upset and distressed it is advisable to draw on the services of the school counsellor, where possible.

Best practice for dealing with a disclosure

Policy should outline the protocols to be followed in the case of a disclosure about online sexual coercion and extortion. The procedure to be followed should involve the normal child protection practices.

Here are the steps that should be taken if you or another staff member receives a disclosure from a student about online sexual coercion and extortion:

- №.1 Listen supportively to the student.** A child making a disclosure could be very distressed and in a vulnerable position. It is important to always put the child first when receiving the disclosure. The teacher receiving the disclosure should be careful not to damage the trust the child has shown in confiding in them. It is important, however, that the teacher makes clear that the Designated Liaison Person (DLP) will need to be informed. The teacher should listen to, without making any judgement on, what the child is saying.
- №.2 Record the disclosure using the child's words.** It is the teacher's role to support the student, not to investigate the incident. The child should not be questioned unless the details they give are unclear. The teacher should use open questions and avoid the use of leading questions.
- №.3 Inform the Designated Liaison Person (DLP), parents/guardians/carers and Gardaí.** It is important to note that ALL concerns about sexual abuse, including online sexual exploitation, must be submitted as a mandated report to Tusla. When a teacher receives a disclosure, their first point of contact is the school's DLP. The teacher should pass on an account of the disclosure to the DLP, who is responsible for ensuring that reporting procedures are followed. The DLP and the teacher will then refer the case to the Gardaí for investigation and submit a joint report of the disclosure to Tusla, the Child and Family Agency. The parents of the child should be informed that a report concerning his/her child is being made unless to do so would put the child at further risk of harm. The DLP, rather than the teacher concerned, shall assume the responsibility

for informing the parents/guardians/carers. The DLP should always record how the disclosure was handled, detailing any reports/referrals made. Where the DLP has any doubts around reporting procedures the DLP should seek the advice of Tusla.

№.4 Ensure the child receives the necessary support.

The child is likely to feel distressed and will need pastoral support during and following the disclosure. The teacher should refer the student to the school's guidance counsellor, chaplain and pastoral care system. The school might also like to make the child aware of Childline's services (Phone 1800 66 66 66, Text 50101).

Referrals

Schools have a supportive, not an investigative, role in dealing with incidents where students are victims of online sexual coercion and extortion. School policies should clearly state that, in accordance with the *Children First* and the *Child Protection Procedures for Primary and Post-Primary Schools*, all incidents involving explicit images of children will be referred to the Gardaí and to Tusla, the Child and Family Agency.

School personnel should also seek their own legal advice, at the earliest possible opportunity, especially on how to handle any evidence that may be brought to their attention. It can be useful for schools to refer to their management body (e.g. Education and Training Boards, Joint Managerial Body, Association of Community and Comprehensive Schools) as a source of legal support. The information contained in this document is not legal advice.

Referrals to other agencies

- 1. Inform the Gardaí.** Schools should refer all cases to the Gardaí, who are in a better position to determine whether an offence has taken place and to lead an investigation.
- 2. Consult with Tusla, the Child and Family Agency.** It will be necessary to get advice from Tusla on how to support students involved. If you suspect that a child might have been subject to sexual abuse, the registered teacher and DLP will need to jointly submit a mandated report to Tusla and also refer the case to the Gardaí for investigation.
- 3. Notify parents/guardians/carers.** This communication requires sensitivity and will need to be managed carefully. Parents might not be aware that their child had been involved in an online relationship or may have explicitly prohibited their child from having romantic relationships. Explain to the parents/guardians/carers that the student may require additional support and make sure the parents/guardians/carers know how to access the necessary support.
- 4. Contact hotline.ie.** Child pornography or images/videos that show other illegal activity can be reported to hotline.ie. All internet service providers, including social media services, have tools that can be used to report and have illegal content removed. All content that falls under the definition for child pornography is illegal and will be removed. Most social media services also prohibit the non-consensual sharing of intimate content and will remove it when they have been notified of its existence.

Endnotes

1. O’Neill, B. & Dinh, T. (2015). *Net Children Go Mobile: Full findings from Ireland*. Dublin: Dublin Institute of Technology, 4.
2. European Union Agency for Law Enforcement Cooperation, “*Online sexual coercion and extortion as a form of crime affecting children – Law Enforcement Perspective*,” (2017), 9. Available at: www.europol.europa.eu/sites/default/files/documents/online_sexual_coercion_and_extortion_as_a_form_of_crime_affecting_children.pdf
3. The National Center for Missing And Exploited Children is a non-profit corporation, the mission of which is to help find missing children, reduce child sexual exploitation and prevent child victimisation. More information is available at: www.missingkids.com/About
4. The CyberTipline provides public and electronic service providers (ESPs) with the ability to report online (and via freephone numbers) instances of online enticement of children for sexual acts, extra-familial child sexual molestation, child pornography, child sex tourism, child sex trafficking, unsolicited obscene materials sent to a child, misleading domain names and misleading words or digital images on the internet.
5. Janos Wolak and David Finkelhor, “*Sextortion: findings from a survey of 1,631 victims*,” (2016). Available at: www.missingkids.org/en_US/documents/2016_Crimes_Against_Children_Research_Center_-_Sextortion_Research.PDF
6. European Union Agency for Law Enforcement Cooperation, (2017), 10
7. *Ibid.*, 13
8. *Ibid.*, 11
9. *Ibid.*, 12
10. *Ibid.*, 12
11. Brookings’ report, “*Sextortion: Cybersecurity, teenagers, and remote sexual assault*,” (2016). Available at: www.brookings.edu/wp-content/uploads/2016/05/sextortion1-1.pdf
12. European Union Agency for Law Enforcement Cooperation, (2017), 14
13. *Ibid.*, 14
14. Information partially available at: www.nationalcrimeagency.gov.uk/news/960-help-available-for-webcam-blackmail-victims-dont-panic-and-dont-pay Additional information on 2016 case data was shared with EC3 (European Cybercrime Centre) upon request.
15. European Union Agency for Law Enforcement Cooperation, (2017), 14-15
16. *Ibid.*, 16
17. *Ibid.*, 17
18. *Ibid.*, 17-18
19. *Ibid.*, 18
20. *Ibid.*, 21
21. www.irishstatutebook.ie/eli/2020/act/32/enacted/en/print#sec10
22. www.citizensinformation.ie/en/justice/criminal_law/criminal_offences/public_order_offences_in_ireland.html

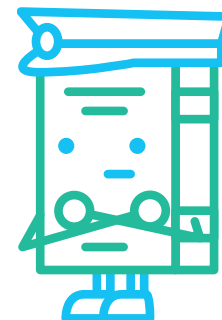
Works Cited

European Union Agency for Law Enforcement Cooperation, “*Online sexual coercion and extortion as a form of crime affecting children – Law Enforcement Perspective*,” (2017). Available at: www.europol.europa.eu/sites/default/files/documents/online_sexual_coercion_and_extortion_as_a_form_of_crime_affecting_children.pdf

Law Reform Commission, “*Harmful Communications and Digital Safety*,” (2016). Available at: www.lawreform.ie/_fileupload/Final%20Report%20on%20Harmful%20Communications%20and%20Digital%20Safety%2021%20Sept%20PM.pdf

O’Neill, B. & Dinh, T. “*Net Children Go Mobile: Full findings from Ireland*.” (2015). Dublin: Dublin Institute of Technology. Available at: www.arrow.dit.ie/cserrep/55/

SPHE Resource



Lockers

The *Be in Ctrl* resource focuses on the online sexual coercion and extortion of children by adults but this behaviour can also exist in a peers' environment.

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 resources focus on educating pupils on appropriate online behaviour and developing a culture of reporting concerns while fostering empathy, respect and resilience. It is recommended Lockers is used in the SPHE class before the *Be in Ctrl* resource.

Lockers can be ordered and downloaded from www.webwise.ie/lockers

Garda Schools Programme

A possible precursor to this programme is to have the Gardaí deliver lesson one, the *Be in Ctrl* talk, as part of the Garda Schools Programme.

The Garda Schools Programme provides information to young people on substance use, personal safety and cyber safety, and achieves this through Gardaí visiting the classroom and engaging in discussion with the students. The Garda Schools Programme is an integrated part of the SPHE programme.

Lesson one of this resource can be used by the SPHE teacher in the classroom. However, it is also designed to be delivered by Gardaí visiting junior cycle students in the SPHE class. The centrepiece of this lesson is the *Say No!* film produced by Europol depicting the stories of two teenagers subjected to online sexual coercion and extortion by adults. The lesson provides opportunities for reflection and discussion and aims to inform students that the online sexual coercion and extortion of children is a crime, raise awareness of safe online behaviour and promote help seeking and reporting.

Accessing the Garda Schools *Be in Ctrl* Talks

For information on how to access this talk, contact your local Garda station or Garda Schools Programme, Garda Bureau of Community Engagement, Harcourt Square, Dublin 2.

Get in touch: 01 6663891 — schoolsprogramme@garda.ie

Curriculum Integration

The online sexual coercion and extortion of children is best addressed in the context of the SPHE classroom, and more specifically in the lessons that deal with the topic of Relationships and Sexuality Education (RSE) and/or Personal Safety.

While the SPHE curriculum, and a range of other resources, are available to promote specific issues, there is an ongoing need for up-to-date resources that respond to prevailing threats to students' safety. This resource addresses online sexual coercion and extortion. It is mapped to the junior cycle SPHE curriculum and is intended for use with second and third year students. However, this curriculum mapping shouldn't be limiting. It is expected that this resource could be adapted for use with senior cycle students.

From September 2017 a new area of learning called Wellbeing is part of the junior cycle curriculum. It includes learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It enables students to build life skills and develop a strong sense of connectedness to their school and their community. The four areas of Wellbeing at junior cycle are Social, Personal and Health Education (SPHE), Civic, Social and Political Education (CSPE), Physical Education (PE) and Guidance.



'SPHE provides opportunities for teaching and learning directly related to health and wellbeing. Through the use of experiential methodologies, including group work, SPHE aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the student's capacity to develop and maintain healthy relationships. Through studying aspects of SPHE, students have time to focus on developing personal and social skills including self-management, communication, coping and problem solving' (Junior Cycle Wellbeing Guidelines, NCCA, 2017: 46).

Relationships and Sexuality Education (RSE) is an integral part of junior cycle SPHE and aims to help young people 'acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a more, spiritual and social framework' (NCCA, 2017: 47).

'At this age, students are exposed to a lot of information about sex, sexuality and relationships from a variety of sources. RSE provides the context within which students can learn about the physical, social, emotional and moral issues related to relationships, sexual health, sexuality and gender identity including where to source reliable information' (NCCA, 2017: 47).

Schools are required to teach RSE as part of SPHE in each year of the junior cycle SPHE programme (Circular 0037/2010 and Circular 0015/2017).

Schools decide how to implement SPHE as part of junior cycle Wellbeing. The options available include:

- 70 hours spread across first, second and third year based on the current junior cycle SPHE Framework
- 100 hours spread across first, second and third year based on the SPHE Short Course
- School-developed short courses in SPHE for a minimum of 70 hours
- Shorter units based on learning outcomes selected from the NCCA short course, for a minimum of 70 hours

Curriculum Mapping

This resource is relevant to the content of the SPHE curriculum. The school is afforded flexibility in when and how to use the *Be in Ctrl* resource. It is expected that the resource could be adapted for use with Senior Cycle students. Work undertaken in the following areas is complemented and consolidated by the implementation of this resource:

Junior Cycle SPHE Framework

Relationships and Sexuality Education: Year Two

- 3 – Peer pressure and other influences
- 4 – Managing relationships
- 5 – Making responsible decisions
- 6 – Health and personal safety

Personal Safety: Year Two

- 2 – Feeling threatened

Relationships and Sexuality Education: Year Three

- 3 – Relationships – what's important
- 4 – The three Rs: respect, rights and responsibilities
- 5 – Conflict

Personal Safety: Year Three

- 1 – Recognising unsafe situations
- 3 – Help agencies





SPHE Short Course

Strand 3: Team Up

The Relationship Spectrum

3.4 – Explain the different influences on relationships and levels of intimacy

3.5 – Analyse relationship difficulties experienced by young people

Sexuality, Gender Identity and Sexual Health

3.8 – Demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate

Students with Special Educational Needs (SEN) may need additional support in accessing this resource (see Appendix 3). They should be enabled to understand and use language appropriate to particular situations and given every opportunity to place learning in its functional context.

Special consideration should be given when working with very vulnerable young people, some of whom may have been victims of extreme sexual abuse. For these children a different approach or response is required and should be done by a person with suitable qualifications.

In the National Education Psychology Service continuum of support model this resource is in the ‘Support For All’ category. Unfortunately, hurt and fragile young people exist in too many schools around the country; teachers must be mindful of this when addressing the online sexual coercion and extortion of children.

Best-practice guidelines

These lessons deal with sensitive issues that can impact on the wellbeing of students in your class. For this reason, it is advisable that teachers have completed the Professional Development Service for Teachers (PDST) Introduction to SPHE and Junior Cycle RSE training courses before delivering these lessons.

Before starting these lessons teachers should:

- 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 the student’s emotional state.
- Be well informed of the school’s Child Safeguarding Statement and follow the Child Protection Procedures in cases where students make disclosures. Students must be aware of the limits of confidentiality.
- Know your students well and be aware of any possible issues they may have before teaching each lesson. Be aware of all the supports available to you and to the students in your school.
- Inform your students of the supports available to them and highlight how each support can be accessed. Distribute the list of supports included in Appendix 4 and draw students’ attention to these resources.
- Liaise with the guidance counsellor, pastoral care team or class tutor before using these lessons.
- Leave time for debriefing at the end of the lessons. 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 your class.
- Discuss the content of these lessons with the SPHE team in your school. They may not all be trained in how to deliver these lessons or in how to teach SPHE.



- Ensure that the Principal and parents are aware of the lessons and the RSE programme and when it will be taught in school. Parents have a right to request that a student does not attend lessons on the basis that they disagree with the content. A sample letter to parents is included in the Appendix 7.
- Establish ground rules around classroom behaviour and etiquette before attempting to introduce the sensitive topics addressed in these lessons. See Appendix 1 for sample ground rules.
- Give students time to develop the level of emotional literacy needed to access all content. It is advised that this topic not be introduced until after students have developed their emotional literacy skills in the Emotional Health module in the Junior Cycle SPHE Framework and Strand 1: Who am I? In the SPHE Short Course.
- Promote strong home/school links. Due to the amount of time young people spend online in the home environment, it is important to gain parents support in reinforcing appropriate behaviour online. Webwise provide additional supports to help parents talk with confidence to their children about the benefits and risks of the online environment, including *Parent's Guide to A Better Internet* available to download at www.webwise.ie/parents

Best-practice guidelines for students with SEN

- To ensure these lessons are accessible to all students it is advisable for the SPHE teacher to consult and collaborate with the SEN department. They may provide advice pertaining to students with SEN in terms of differentiation, thus ensuring that the students can access the material, participate in the lessons and benefit from a full understanding. This is essential as students with SEN can be particularly vulnerable.
- Due consideration should be given to planning for differentiation prior to the lessons being delivered. Vocabulary may need to be pre-taught to students with SEN to ensure that there is a full understanding of the content. A vocabulary list of recommended words to aid clarification and accessibility for SEN students is provided. All worksheets in this resource have been developed to allow for differentiation.
- Teachers should be familiar with the SPHE guidelines for students with general learning disabilities at: 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'.
- The Special Education Support Service (SESS) course, Puberty, Relationships and Sexuality for Students with Autism, may be relevant training for some teachers.
- Consultation with parents of students with SEN may need to occur before the lessons take place. If the student has access to an SNA, the role and responsibility of the SNA will need to be very clearly defined.



- When establishing classroom ground rules with students with SEN, it's a good idea to represent these ground rules visually. Rather than develop a list of rules, it might be best to have students create pictures to show the expected behaviour.
- 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.
- Additional teaching resources recommended to support students individual learning needs should be deployed in accordance with the guidelines provided in the DES Circular No 0014/2017 available at www.sess.ie/sites/default/files/inline-files/cl0014_2017.pdf



Lesson 1

Online Sexual Coercion and Exploitation is a Crime

This lesson can be used by the SPHE teacher in the classroom or by Gardaí visiting junior cycle students in the SPHE class. For information on how to access this visit, contact your local Garda station or the Garda Schools Programme.

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.

Curriculum links:

Junior Cycle SPHE Framework: Relationships and Sexuality Education; Personal Safety

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

Resources needed:

PowerPoint presentation with *Say No!* video (available at www.webwise.ie/beinctrl), 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

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.

Differentiating this lesson for students with SEN:

Depending on the nature of the student's needs, there may be a need to have dedicated lessons prior to this lesson to decode and demystify the complex language surrounding the topic. If a student has a moderate general learning disability, he/she may find it difficult to access language such as 'coercion' and 'exploitation' and 'extortion'. A vocabulary list of recommended words is provided (see Appendix 2) as a pre-teaching activity to complete for students with SEN. The purpose of this is to unpack the key concepts of coercion, extortion and exploitation thus making the language more accessible. It is advised that vocabulary is evaluated post-teaching to reinforce students learning, a sample rubric (see Appendix 3) to use for this has been included.

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.

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-stories

Teachers' Note

It is advisable to read the best-practice guidelines before engaging in lesson delivery. 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 to the Designated Liaison Person (usually the Principal).** 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 – Title Slide

Slide 2 – 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 3 – 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 4 – 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 5 – 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 6 – 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 or videos of a young person, they may demand more photos or videos or money, and threaten to post the images online or share them with friends or family if the young person doesn't do as they say.

Slide 7 – Extortion

Extortion means to obtain something, especially money or other property (such as photos or 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 or videos or they want the young person to pay them money not to post the images.

Slide 8 – 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 9 – 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 Gardaí 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 10 – Protecting Yourself Online

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

Be In:

No.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.

No.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.

No.3 Reality Check – Be aware of your online presence – think about how your online profile makes you appear to others

No.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 11 – 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 Gardaí receive many notifications regarding online child sexual coercion and extortion from KIK messenger and Chatstep.)

Slide 12 – 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.

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 Gardaí.

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 13 – Reflection Activity

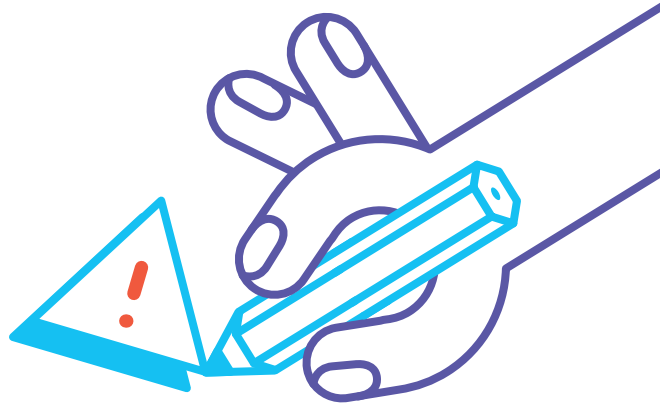
Distribute worksheet 1.3 or 1.3a.

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...

Online Sexual Exploitation is...

Coercion is...

Extortion is...

Worksheet 1.1a

Learning Language

Think, pair, share.

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

For example, D = 1

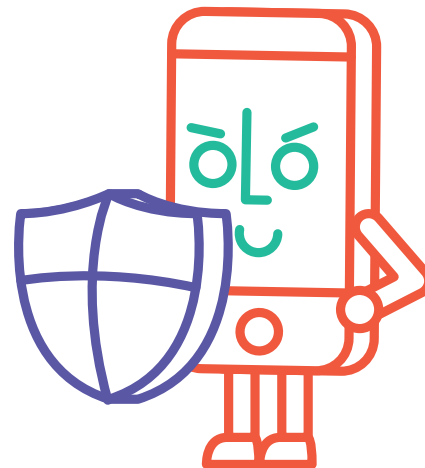
- A. Online Communication
 - B. Online Sexual Exploitation
 - C. Coercion
 - D. Extortion
-
1. Trying to get money or other items (e.g. sexual photos or videos) by using threats
 2. Making young people send sexual photos or videos or use a webcam or smartphone
 3. Talking using the internet e.g. chat 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 or money. Record your answers in the boxes below before giving feedback to the whole class.

How could Anna protect herself online? ● ● ●

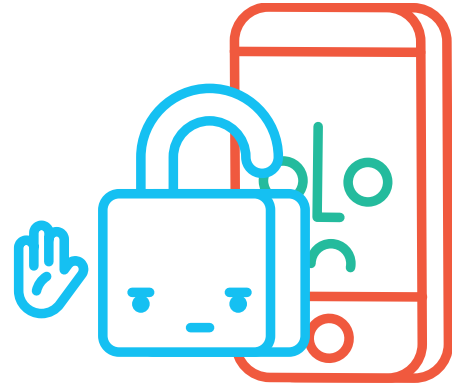
Where can Anna and George find help and support? ● ● ●

How could George protect himself online? ● ● ●

What is the key message from the Gardaí for young people? ● ● ●

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 or 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 or 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.

How can Anna protect herself online?

For example: To protect herself online Anna could have not accepted the friend request from someone she didn't know

How can George protect himself online?

Where can Anna and George find help and support?

For example: For help and support Anna and George could have contacted the Gardaí.



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**.



Joe Blog
@JoeBlogsLawBlog

Follow

Multiple horizontal lines for writing a tweet.

13 26 58

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:



Example tweet by Joe Blog (@JoeBlogsLawBlog) with 4 replies, 18 retweets, and 72 likes. The tweet text is: "Forcing young people to send sexual photos/videos or money is a crime. Get help now. #BeInCtrl #EndOnlineExploitation"



Empty tweet form by Joe Blog (@JoeBlogsLawBlog) with 1 reply, 6 retweets, and 24 likes. The form contains several horizontal lines for writing the tweet text.

Lesson 2

Anna's Story

Core concept:

This lesson gives students an opportunity to further analyse how young people can be manipulated by someone they have met online and to explore the emotions involved in incidents of online sexual coercion and extortion.

Curriculum Mapping

Learning Outcomes:

Students will be able to identify how online sexual coercion and extortion occurs and how it affects young people emotionally, and respond in an empathetic and effective manner.

Curriculum links:

- Junior Cycle SPHE Framework: Relationships and Sexuality Education; Personal Safety
- SPHE Short Course: Strand 3: Team Up – The Relationship Spectrum; Sexuality, Gender Identity and Sexual Health

Resources needed:

Anna's Story video, *Anna's Story* handout (both available at www.webwise.ie/beinctrl), worksheets 2.1 and 2.2, walking debate signs (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).



Some opportunities for this are highlighted by the logo to the right.

Methodologies

Video analysis, reading comprehension, group work, discussion, walking debate (optional), reflection/application.

Differentiating this lesson for students with SEN:

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.

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.

Scaffolding may need to occur to enable students with SEN to participate in the walking debate.

Teachers' Note

It is advisable to read the best-practice guidelines before engaging in lesson delivery. 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 to the Designated Liaison Person (usually the Principal).** Avoid discussing cases familiar to the students, focus discussions on the story of Anna and George presented in the lessons.



Activity 1

Explain to students that today’s lesson will explore how young people can be manipulated by someone they have met online, focusing on Anna’s story. The lesson will also consider the emotions involved in incidents of online sexual coercion and extortion and how they can impact on young people.

Prior knowledge of the full *Say No!* video is recommended for giving context to Anna’s story. A recap of this would be useful before completing worksheet 2.1 or 2.1a for students to gain a fuller understanding of the background to Anna’s Story e.g. how Mark gains Anna’s trust.

After watching *Anna’s Story* and reading the handout (www.webwise.ie/beinctrl), it may be useful to recap key definitions from the previous lesson – online communication, online sexual exploitation, coercion and extortion.

Distribute worksheet 2.1 or 2.1a – Warning Signs – and divide students into small groups.

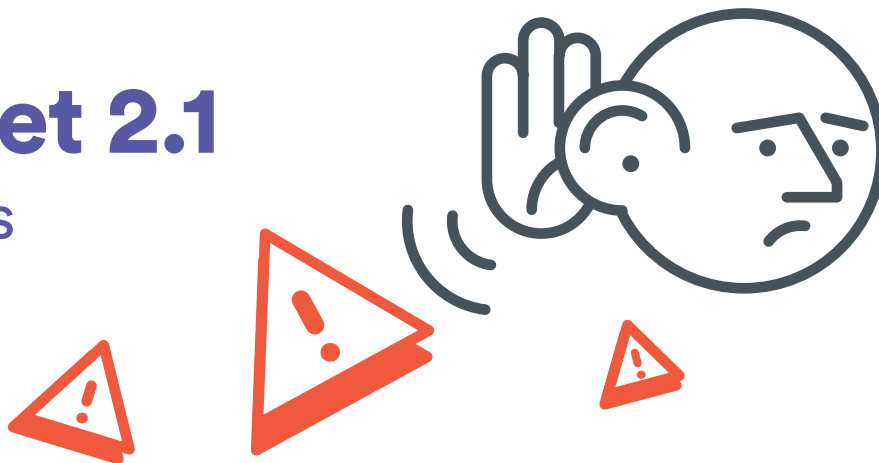
This activity will allow students to identify what Mark said and did that were warning signs of his true intentions. This will raise awareness of safe and unsafe online communication among students.

Take feedback from each group and reference information from the full *Say No!* video and the ‘Warning Signs’ slide from the presentation in the previous lesson.



Worksheet 2.1

Warning Signs



To do:

As a group, discuss what Mark said and did that would cause alarm bells to ring. Identify what Mark said and did to:

- №.1** Gain Anna’s trust and establish a relationship
- №.2** Flatter Anna and pay her attention
- №.3** Quickly start a conversation of a sexual nature and threaten Anna

Record your answers in the chat boxes below before giving feedback to the class.

Gain Anna’s trust

Four horizontal blue lines for writing answers.

Pay Anna attention

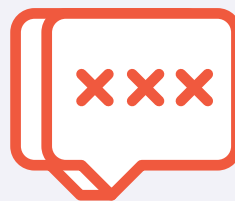
Four horizontal yellow lines for writing answers.

Start a sexual conversation

Four horizontal orange lines for writing answers.

Worksheet 2.1a

Warning Signs



To do:

As a group, read what Mark said to Anna online. Before giving feedback to the class:

№.1 Colour or underline in blue how Mark tried to gain Anna’s trust

№.2 Colour or underline in pink how Mark tried to pay attention to Anna

№.3 Colour or underline in red how Mark tried to start sexual chat and threaten Anna

Ur special 2 me 😊

I bet all the guys at ur school r after u

At my sister’s photoshoot 🤓 wanna be a model 2?

If you send me some pics I could give them 2 her agency, check mine out

Cmon fame is waiting 😊

I really like u! Can I c more?

It’s just u & me 😊

U know u can trust me 😊

You r amazing, Anna 😊

So happy I found u!

I’d like to see one without the bra

I have ur pic now, u have 2 send me more

U’ll do as I say

Optional Activity

Life Online Walking Debate



This activity may be suitable for a one hour class.

To allow students to examine further how young people communicate online, lead a class walking debate.

Place an 'agree' sign at one end of the room, a 'disagree' sign at the opposite end and allow space for middle ground. Ask students to volunteer to explain why they have stood in a certain position.

- Young people are aware of how to manage and protect their social media profiles (Anna's story prompts – profile photo, sharing location or school, sharing phone number, private profile settings)
- Young people do not know how to communicate safely online (Anna's story prompts – accepting unknown friend request, moving to private chat, sending explicit photos/sexualised conversations)
- Restricting access to the internet is the best way to keep young people safe (prompts – talking to parents about online activity, awareness campaigns, following advice/guidelines, accessing help or support)

The final statement is not intended to support the idea that young people can only be safe by restricting access to the internet, but to:

- Encourage students to discuss how young people can protect themselves online by talking to their parents
- Sharing their online lives with their parents
- Promoting and engaging in internet awareness campaigns in their community and school
- Following best-practice guidelines given to them by internet service providers, social networks, teachers and Gardaí, etc.
- And knowing where to access help and support if they experience difficulties.

Activity 2

Distribute worksheet 2.2 or 2.2a – Thoughts and Feelings – and ask students to work in pairs.

This activity will give students an opportunity to identify thoughts Anna may have had when Mark threatened her and to describe the feeling(s) she may have experienced for each thought. This will allow students to explore Anna's emotional wellbeing in an empathetic manner.

Examples of possible thoughts are listed on worksheet 2.2a.

Ask students to volunteer feedback to the whole class describing Anna's thoughts and feelings.

Be sure to ask students to recall from the previous lesson where young people could get help and support if affected by online sexual coercion and extortion.

Worksheet 2.2

Thoughts and Feelings



To do:

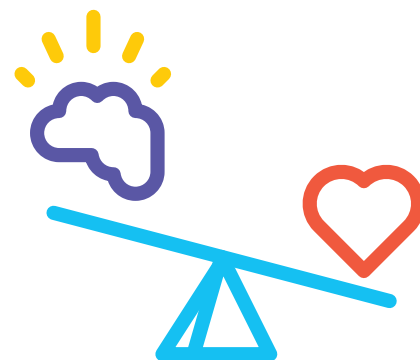
With your partner, identify thoughts Anna may have had when Mark told her to send more photos or he would post her pictures on the school website.

Name the feeling(s) Anna may have experienced for each thought.

Thought	Feeling
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Worksheet 2.2a

Thoughts and Feelings



To do:

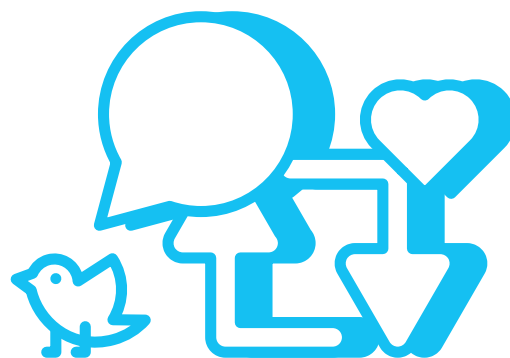
With your partner, read the list of thoughts Anna may have had when Mark told her to send more photos or he would post her pictures on the school website.

Circle the emoji(s) and name the feeling(s) that describe how Anna would feel for each thought.

There is a blank row if you think of other thoughts and feelings that are not included.

Thought	Feeling				
Oh my God, what am I going to do?					
I can't believe it, how could Mark do this to me?					
My mum is going to kill me; I'm in so much trouble.					
What will I do if Mark posts those photos to the school website and all my friends see them?					

Reflection



To do:

Ask students to write a tweet reflecting on what they have learned from Anna’s story.

Ask students to include a hashtag at the end of their tweet:

For example

#BeInCtrl #EndOnlineExploitation
#SayNoToExploitation



Joe Blog

@JoeBlogsLawBlog





Lesson 3

George's Story

Core concept:

This lesson gives students an opportunity to further explore how technology is used to manipulate young people in incidents of online sexual coercion and extortion and will encourage students to develop responses to protect themselves online.

Learning Outcome:

Students will be able to identify how online sexual coercion and extortion occurs from a technological perspective and how young people can respond safely and effectively.

Curriculum links:

- Junior Cycle SPHE Framework: Relationships and Sexuality Education; Personal Safety
- SPHE Short Course: Strand 3: Team Up – The Relationship Spectrum; Sexuality, Gender Identity and Sexual Health

Resources needed:

George's Story video, George's Story handout (both available at webwise.ie/beinctrl), worksheets 3.1 and 3.2, traffic light cards (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).



Some opportunities for this are highlighted by the logo.

Methodologies

Video analysis, reading comprehension, group work, discussion, reflection/application, traffic light evaluation (optional)

Differentiating this lesson for students with SEN:

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.

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.

Teachers' Note

It is advisable to read the best-practice guidelines before engaging in lesson delivery. 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 to the Designated Liaison Person (usually the Principal).** Avoid discussing cases familiar to the students, focus discussions on the story of Anna and George presented in the lessons.



Activity 1

Explain to students that today’s lesson will explore how young people can be manipulated by someone they have met online, focusing on George’s story. The lesson will consider how technology is used in incidents of online sexual coercion and extortion and how to respond and communicate safely online.

After watching *George’s Story* and reading the handout (www.webwise.ie/beinctr!), it may be useful to re-cap again key definitions from lesson one – online communication, online sexual exploitation, coercion and extortion.



Distribute worksheet 3.1 or 3.1a – Warning Signs – and divide students into small groups.

This activity will allow students to identify how Rachel used technology to make George think he could trust her. This will improve students’ technical knowledge of the dangers of online communication.

Take feedback from each group and reference information from the full *Say No!* video and the ‘Warning Signs’ slide from the presentation in lesson one.

Prior knowledge of the full *Say No!* video is recommended for giving context to George’s story. A recap of this would be useful before completing the worksheets for students to gain a fuller understanding of the background to George’s Story e.g. how Rachel gains George’s trust.



Worksheet 3.1

Warning Signs



To do:

As a group, discuss how Rachel used technology to make George think he could trust her. Record your answers in the boxes below before giving feedback to the class.

1 Where did Rachel and George meet and talk?

2 How did Rachel use technology to deceive George?

3 What did Rachel say to George to make him think she was a girl his age?

Worksheet 3.1a

Warning Signs



To do:

As a group, read the list of actions that describe how George was blackmailed by Rachel. Decide which number belongs with each statement and record your answers in the boxes on the right. The first box has been filled out for you.

No.1 Where did Rachel and George meet and talk?

No.2 How did Rachel use technology to trick George?

No.3 What did Rachel say to George to make him think she was a girl his age?

2

Rachel had photos of a young girl on her profile

Rachel and George moved to a private chat

“and def not 2 those creepy gamers I hang out w/ online”

Rachel and George met in an online game chat room

Rachel sent a picture of herself in a swimsuit

“show me first and I’ll do anything 4 u”

Rachel showed herself on camera wearing a bra and shirt

“OMG ur so hot!”

George accepted an incoming video call from Rachel

“my mom tells me I shouldn’t talk 2 strangers”

Rachel asked George to add her to his contacts list



Activity 2

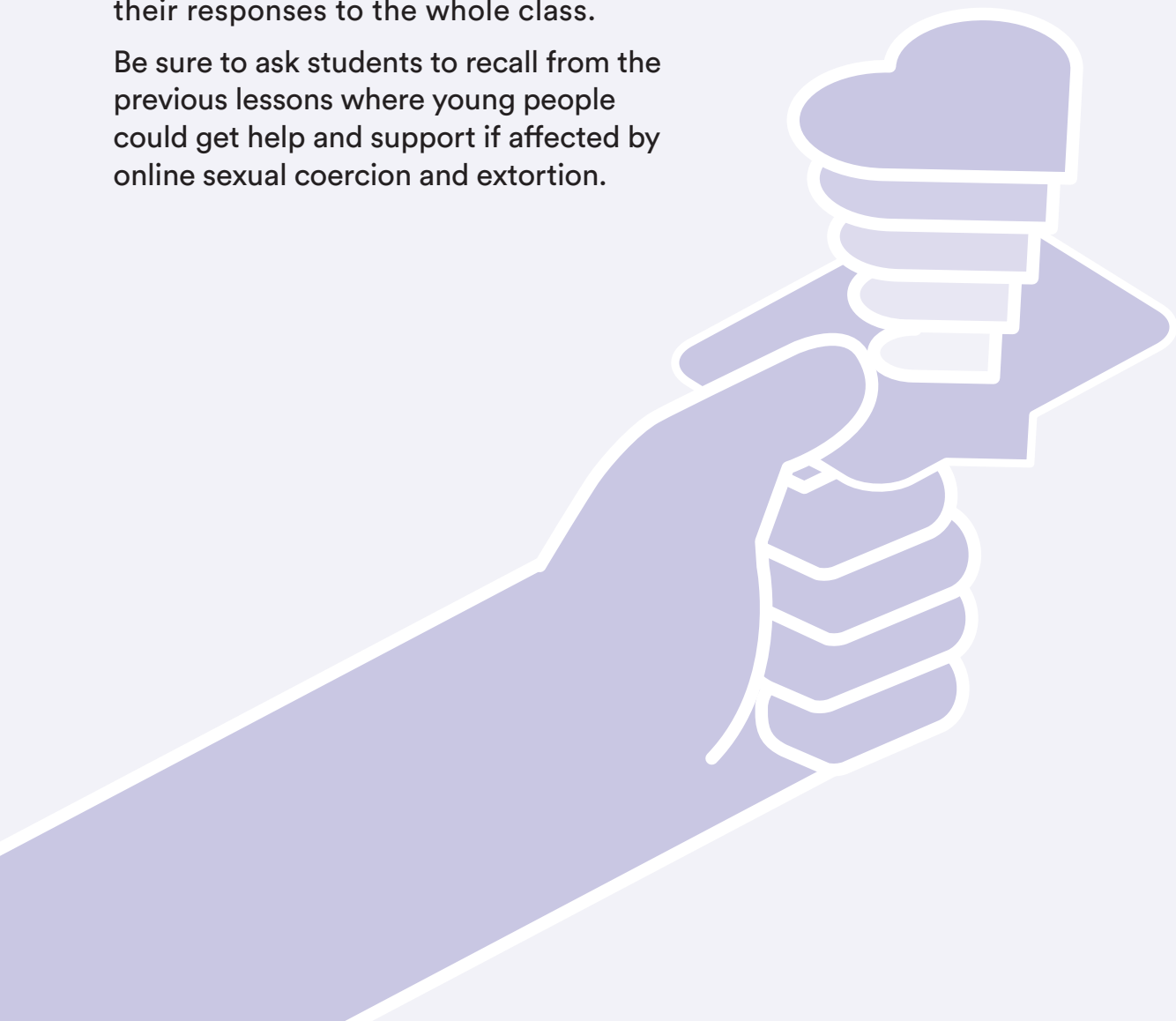


Distribute worksheet 3.2 or 3.2a – Online Communication
– and ask students to work in pairs.

This activity will give students an opportunity to practice safe online communication and to develop responses to protect themselves online.

When taking feedback, read each message and ask students to volunteer their responses to the whole class.

Be sure to ask students to recall from the previous lessons where young people could get help and support if affected by online sexual coercion and extortion.



Worksheet 3.2

Online Communication



To do:

With your partner, read Rachel's messages to George.

To practice assertive communication and safe online communication, discuss how George could have responded to protect himself and record your answers below.

Rachel

Am I only getting a 🙄?

George

[Empty response box for George]

I'll show u if u show me 😊

[Empty response box for George]

wanna go on cam?

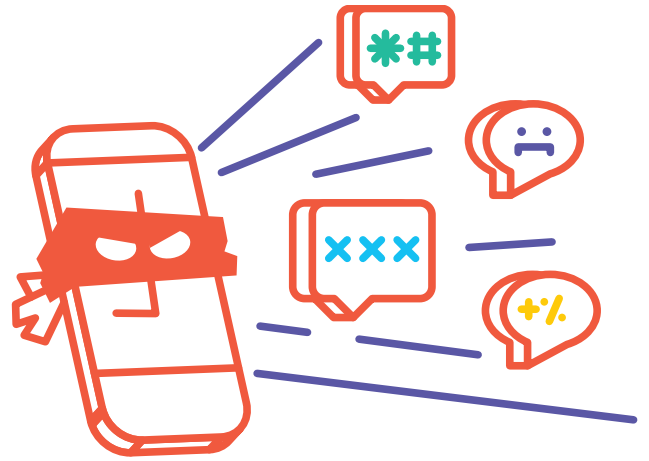
[Empty response box for George]

Yeah! take it all off! 😘

[Empty response box for George]

Worksheet 3.2a

Online Communication



To do:

With your partner, read Rachel's messages to George and the two responses.

To practice safe online communication, discuss which response would best help George protect himself.

Colour or underline in green the response that would keep George safe online. There is a blank row if you think of any other safe responses.

Rachel

Am I only getting a 😬?

George

- No.1 depends, what else do you want?
- No.2 that's enough
- No.3

I'll show u if u show me 😊

- No.1 not gonna happen
- No.2 u are really confident, aren't u
- No.3

wanna go on cam?

- No.1 sorry, not interested
- No.2 I'm not sure, it's a bit wrong
- No.3

Yeah! take it all off! 😏

- No.1 I think this might be a mistake
- No.2 No, I'll pass thanks
- No.3

Optional Activity

Traffic Light Evaluation



This activity may be suitable for a one hour class.

It allows students to indicate how well they have understood the topics covered in the three lessons.

Give students a set of three cards – **green**, **amber** and **red**. Alternatively, many school journals have these cards printed on pages and they can be used for the activity.

To allow students to evaluate and express how confident they are that they have understood the core concept and met the learning outcomes of each lesson, use these statements:

- Green if they are very confident they have met the learning outcomes
- Amber if they feel they have had partial success in meeting the learning outcomes but some more work may be needed
- Red if they feel they have made little or no progress towards meeting the learning outcomes

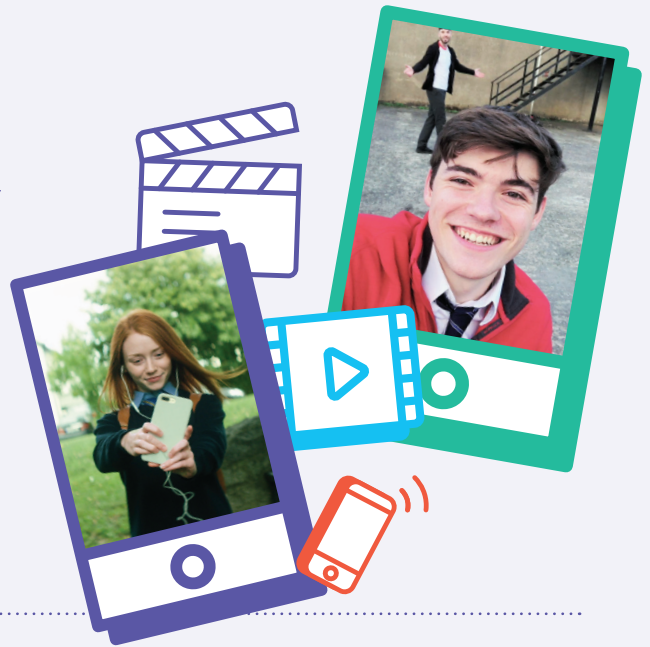
Ask students to choose which card/page they are going to show for each of the following questions:

- NO.1** Do you understand what online sexual coercion and extortion means and how young people can be manipulated online?
- NO.2** Do you recognise online sexual coercion and extortion and blackmailing young people for sexual material and/or money is a crime?
- NO.3** Can you recognise how people online may try to establish a relationship with young people and gain their trust?
- NO.4** Can you recognise how people online may use technology to deceive young people?
- NO.5** Do you have a better understanding of how to protect your profile online?
- NO.6** Do you have a better understanding of how to communicate safely online?
- NO.7** Do you know where you could access help and support if you or someone you know is affected by online sexual coercion and extortion?

This activity encourages students to think about their learning and is an instant assessment of how well the class have understood the lessons. It will also highlight areas that may need clarification or further attention and information.

Optional Activity

Be in Ctrl Video Reflection Activity



This is an additional activity which is suitable to use once students have completed the three lessons. The purpose of this activity is to review and consolidate learning from the topics covered in the three lessons

To do:

Explain to students that you will review the topics covered over the past three lessons on the crime of online sexual coercion and extortion in an Irish context using the Webwise 'Be in Ctrl' video (found at www.webwise.ie/beinctrl). It follows the story of two Irish teenagers, Michelle and Daniel, and how they became victims of this crime.

- NO.1** Play the *Be in Ctrl* video (www.vimeo.com/289090948) for students.
- NO.2** After watching the video, distribute Worksheet 4.1 to students and tell them that they will watch the video again and answer the questions based on the video. Go through the questions on the worksheet with students before watching the video a second time.
- NO.3** Once the video has ended tell students they are to write down their own answers to the questions. Then, put the students in pairs and ask them to discuss their answers with their partner.
- NO.4** Get feedback from students on each question and write this on the whiteboard. Recap on the warning signs of this crime and how to get help and report this crime to An Garda Síochána.
- NO.5** Finally, distribute Worksheet 4.2, the **What? So What? Now What?** Reflection activity card and tell students they are to answer these questions and reflect on their learning throughout the *Be in Ctrl* lessons.
 - **What?**
What have I learned?
 - **So What?**
Would I follow this advice?
What do I know now that I didn't know before?
 - **Now What?**
How can I use this information to help me in the future?

Worksheet 4.1

#BeInCtrl – Short Film



To do:

The Webwise ‘Be in Ctrl’ video you are about to watch follows the story of two Irish teenagers, Michelle and Daniel, who become victims of the crime of online sexual coercion and extortion.

Answer the following questions based on the ‘Be in Ctrl’ video to review your understanding of the crime of online sexual coercion and extortion.

QUESTION 1

Name one thing Michelle could do to keep her social media profile safe from being contacted by predators like @MaxHealy9?

QUESTION 2

Identify one thing the offender (@eva_bradyyy) did to gain Daniel’s trust.

QUESTION 3

List 3 warning signs that Michelle and Daniel could use to identify the person they are chatting with online could be a potential blackmailer.

QUESTION 4

Why is the offender (@eva_bradyyy) blackmailing Daniel?

QUESTION 5

What is the offender (@MaxHealy9) threatening to do with Michelle’s nude selfie?

QUESTION 6

What advice would you give to Daniel to protect himself online?

QUESTION 7

What advice would you give Michelle to find help and support?

Worksheet 4.2

What? So what? Now what? Reflection activity card

To do:

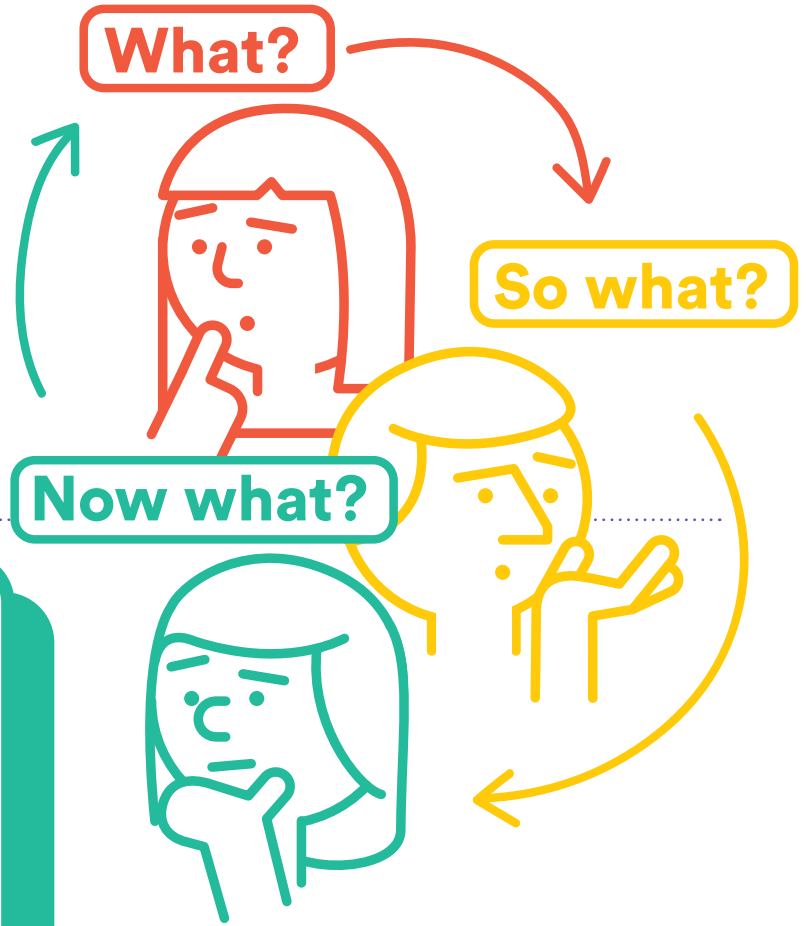
Complete the following What? So what? Now what? activity to reflect on what you have learned about online sexual coercion and extortion from the Be in Ctrl lessons.

What?

What have I learned?

So what?

Would I follow this advice? The most useful thing I will take from this is...

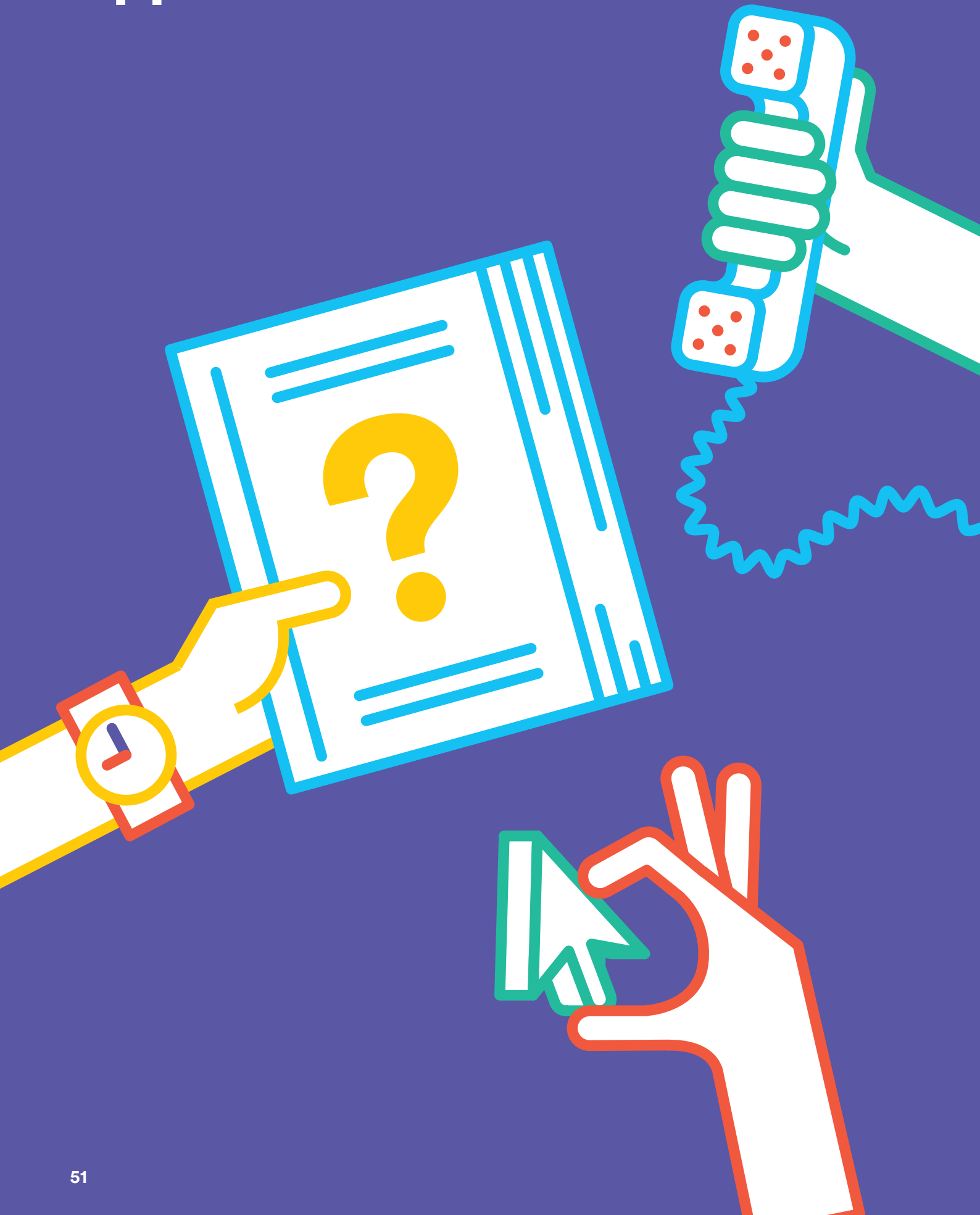


Now what?

How can I use this information to help me in the future?



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

Vocabulary List for SEN students

There are three key concepts listed below: coercion, extortion and exploitation. Read through the list of words associated with each to help understand their meaning. Fill in any other words you think could also be associated with each key concept in the spaces below.

Words related to Coercion:			
Bullying	Threat	Sway	Force
Pressure	Control	Demand	Violence

Words relating to Extortion:			
Illegal	Blackmail	Ransom	Bribe
Scam	Crime	Con	Fake

Words relating to Exploitation:		
Shady deal	Harm	Mistreatment
Cheat	Intimidation	Theft

Appendix 3

Sample Vocabulary & Comprehension Rubric for SEN students

Vocabulary

No Understanding

- No understanding of the key vocabulary words
- Is able to talk about familiar topics but can only convey basic meaning and makes frequent errors in word choice

Partial Understanding

- Partial understanding of the key vocabulary words
- Manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility

Full Understanding

- Full understanding of the key vocabulary words
- Has a wide enough vocabulary to discuss topics at length and make meaning

Written Comprehension

No Understanding

- Fails to address the tasks on worksheets provided, presents limited ideas which may be largely irrelevant or repetitive

Partial Understanding

- Attempts to address the task and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate

Full Understanding

- Fully satisfies all the requirements of the task, clearly presents a fully developed response
- Presents, highlights and illustrates key features/ bullet points clearly and appropriately

Appendix 4

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 — 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 — 1850 222300

SpunOut

SpunOut is a youth-focused website. It aims to promote general wellbeing and healthy living amongst young people.

Get in touch: 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 — 1800 833634

Mental health and wellbeing

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 — 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 — 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 — 01 472 7010

MyMind

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

Get in touch: www.mymind.org — 076 6801060

Your Mental Health

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

Get in touch: 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 — 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 — 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

Samaritans

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

Get in touch: 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 — 1890 200444

Gender and sexuality

Gay Switchboard Dublin

Gay Switchboard Dublin offers non-directive listening support.

Get in touch: 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 — 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 — 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 — 1890 929539

ShoutOut

ShoutOut deliver workshops for students, teachers and parents in secondary schools across Ireland which tackle homophobic and transphobic bullying.

Get in touch: shoutout.ie/contact — 0851139249

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

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.about.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 5

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.

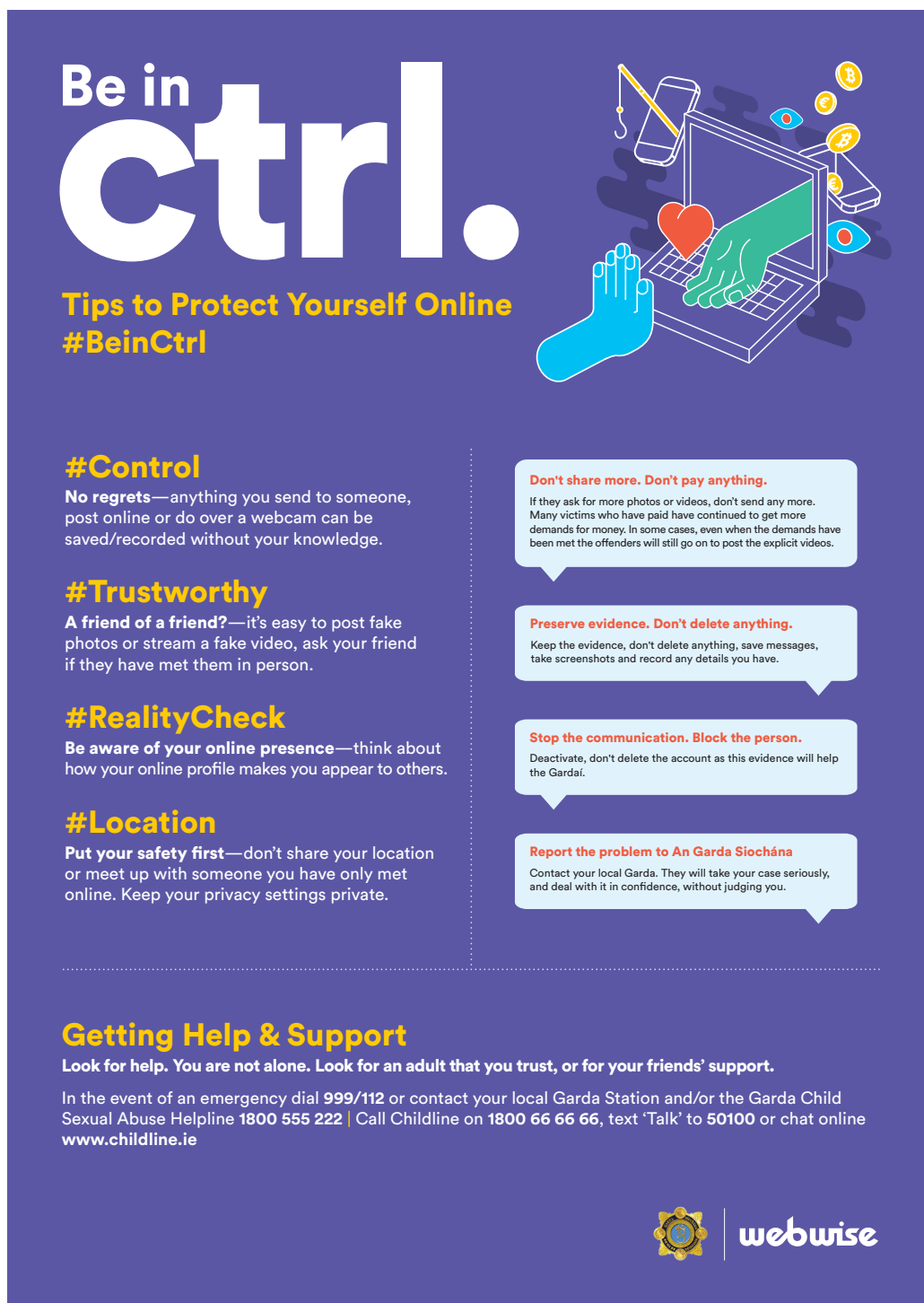
Once-off or short-term interventions: Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

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 6

Classroom Poster

The **Be in Ctrl** poster can be downloaded at webwise.ie/beinctrl



The poster features a dark blue background with white and yellow text. At the top left, the title 'Be in Ctrl.' is written in a large, bold, sans-serif font. Below it, the subtitle 'Tips to Protect Yourself Online #BeinCtrl' is in a smaller yellow font. On the right side, there is a stylized illustration of a laptop with a hand typing on the keyboard, surrounded by icons of a smartphone, a heart, a dollar sign, and a euro sign. Below the title and subtitle, there are four sections of advice, each with a yellow heading and a white text box. On the right side, there are four white speech bubble boxes containing specific advice. At the bottom left, there is a section titled 'Getting Help & Support' with a white text box. At the bottom right, there is a logo for 'webwise' and a small Garda Síochána logo.

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



Appendix 7

Sample Letter to Parents

Dear Parent,

We are planning to use a programme called *Be in Ctrl* as part of your child's Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) programme. *Be in Ctrl* is an educational resource created in partnership with An Garda Síochána and developed to support schools as they address the topic of online sexual coercion and extortion sometimes referred to as 'webcam blackmail' in the context of the SPHE class.

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

Be in Ctrl was developed by Webwise, the internet safety initiative of the Department of Education in partnership with An Garda Síochána and has been endorsed by all the partners in education.

As you are the primary educator of your child in the area of relationships and sexuality, it is very important that our RSE programme is planned in consultation with you. It is particularly important for parents to remain vigilant and reinforce 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, to help you talk with confidence to your children about the benefits and risks of the online environment. Please feel free to familiarise yourself with the content of the *Be in Ctrl* resource, at www.webwise.ie/teachers/resources, and to contact the school if you wish to discuss the programme further/withdraw your child from SPHE classes while this programme is being run.

Yours sincerely,

.....

Appendix 8

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 are not as good of a 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

Appendix 9

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 same 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 10

Other Applicable Legislation

These are other legislative provisions which may also apply depending on the circumstances of the particular case.

The **Harassment, Harmful Communications and Related Offences Act 2020** also created a third offence, which does not relate to “revenge porn” but is instead aimed at updating older legislation which prohibited the sending of grossly offensive messages. S.4 of the 2020 Act now creates an offence of “Distributing, publishing or sending threatening or grossly offensive communication”. This new offence is technologically neutral (in comparison to the old offence which only covered phones and text messages) and now will cover messages sent by social media platforms such as WhatsApp, Snapchat, Facebook etc.

Similarly, Section 10 of the Non-fatal Offences Against the Person Act 1997 creates an offence of harassment. It covers communications “by any means”. This offence was also amended by the 2020 Act. The amended offence is broader and will now include communications with or about the victim whereas previously, only direct communication with the victim was covered. However it is limited to persistent behaviour and thus does not apply to a single act that seriously interferes with a person’s peace and privacy or causes him or her alarm, distress or harm. For example, an offence would be committed under the section where a person sends a number of messages looking for “nude selfies” to the victim on Snapchat, if the messages caused the person alarm or distress. The amended legislation may also cover a situation where a person harasses a victim on Facebook. As the messages do not need to be sent directly to the victim, posting on a page may be sufficient to be a communication “about” the victim for the purposes of the amended offence of harassment.

About us

The Webwise initiative is part of the PDST Technology in Education team. This team promotes and supports the integration of ICT in teaching and learning in first and second level schools in Ireland. The main functions of PDST Technology in Education is the provision of a range of ICT-related supports to schools including ICT policy development, advice, professional development, content and exemplar functions.

The PDST is a cross-sectoral support service managed by Dublin West Education Centre (DWEC) under the remit of the Teacher Education and ICT Policy sections of the Department of Education (DES) and offers professional development support to primary and post-primary teachers and principals. The work of the PDST contributes to school improvement by providing high quality CPD on curricular and educational issues and by fostering reflective practice and ongoing development among teachers.

PDST was established in September 2010 as a new, generic, integrated and cross-sectoral support service for schools. The establishment of PDST marked the culmination of an amalgamation of a number of stand-alone support services. Today, PDST encompasses the supports previously supplied by other support services and programmes, including the National Centre for Technology in Education (now known as PDST Technology in Education).

Webwise also works closely with the Health and Wellbeing team in the PDST. This team provides supports for school leaders and teachers in prevention and intervention for bullying. They also support the implementation of SPHE in primary and post-primary schools.

Historically, the National Centre for Technology in Education (NCTE) had been a partner in a succession of EU funded Safer Internet Programmes since 2000. The NCTE set up the Webwise initiative in 2005 to act as the Irish national internet safety awareness centre funded by the EU Safer Internet Programme and the Department of Education. Webwise has been the Irish member of the Insafe network ever since. The role of the national awareness centre has been to promote a safer, more effective use of the internet by children in Ireland.

The Safer Internet Ireland Centre provides safer internet awareness, Hotline and helpline functions and activities as the Safer Internet Centre for the Republic of Ireland. Awareness raising is carried out by the PDST through its Webwise initiative.

The project is a consortium of industry, education, child welfare and government partners that provide Safer Internet awareness, hotline and helpline functions and activities for the Republic of Ireland. The Professional Development Service for Teachers (PDST) through its Webwise initiative, Childline, the National Parents Council, and the Internet Service Providers Association of Ireland are the partners in the consortium. It is coordinated by the Office for Internet Safety (OIS) to develop national initiatives promoting the safer use of electronic media and enhance protection of the vulnerable, particularly children, against the downside of the Internet. This consortium builds on the experience gained from the previous highly successful but independently run Safer Internet projects.



webwise 

PDST
Professional Development Service for Teachers | An Seirbhís um Fhorbairt Ghairmiúil de Mhúinteoirí



An Roinn Oideachais
Department of Education



Co-financed by the European Union
Connecting Europe Facility

Co-funded by the Department of Education and the European Union, through the Connecting Europe Facility (CEF).

The sole responsibility of this publication lies with the author. The European Union is not responsible for any use that may be made of the information contained therein.

Designed at detail.ie