

# Sexting: To send or not to send

## Learning objective

Students use the *Laugh and learn* video and a decision mapping process to explore situations where people might be asked to send a sext. Emotional, social, ethical and legal consequences of sending or not sending a sext are unpacked. WA image-based abuse laws and where to go for help are also covered.

## Take Home Messages

Remind students of the take home messages:

Unwanted sexting is disrespectful, harassment and against the law.

Sharing, or threatening to share, another person's sext/nude without their consent is image-based abuse and is against the law..

There are actions that can be taken and support available if you receive an inappropriate text messages and/or pictures or if your pictures are shared without your consent.

Sending sexts/nudes can have emotional, social, ethical and legal consequences.

It is easy to lose control over who sees a sext/nude.

It is important to think about potential consequences when making decisions about sexting.

## Curriculum Links

### Year 8

- The impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others ([ACPPS074](#))

### Year 9

- Impact of external influences on the ability of adolescents to make health and safe choices relating to: sexuality; and risk taking ([ACPPS092](#))
- Strategies are examined, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs that can support the development of respectful relationships, including sexual relationships, for example: investigating the Western Australian legal requirements in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions.

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## Curriculum Links

### Year 10

- External influences on sexuality and sexual health behaviours, including the impact decisions and actions have on their own and others' health and wellbeing ([ACPPS092](#))
- Skills and strategies to promote respectful relationships, such as: appropriate emotional responses in a variety of situations; taking action if a relationship is not respectful; appropriate bystander behaviour in physical and online interactions ([ACCPS093](#))
- Effects of emotional responses on relationships, such as: extreme emotions impacting on

situations or relationships; the consequences of not recognising emotions in others  
([ACCPS094](#))

## Curriculum Links

### Key understandings

Unwanted sexting is disrespectful, harassment and against the law.

Sharing, or threatening to share, another person's sext/nude without their consent is image-based abuse and is against the law.

There are actions that can be taken and support available if you receive an inappropriate text messages and/or pictures or if your pictures are shared without your consent.

Sending sexts/nudes can have emotional, social, ethical and legal consequences.

It is easy to lose control over who sees a sext/nude.

It is important to think about potential consequences when making decisions about sexting.

### Materials

- [Laugh and learn video - sexting](#) (2 min 12 sec)
- [eSafety - image based abuse video](#) (2 min 30 sec)
- Access to [Youth Law Australia - Sexting](#) web page
- Sticky notes (or small pieces of scrap paper)
- Pens
- A large floor space or wall space to place sticky note flow chart
- Optional: PowerPoint slides - To send or not to send?
- Optional: Take home activity sheet - To send or not to send? (1 per student) - electronic or hard copy
- Optional: Posters printed from Department of Justice (link provided in Before you get started section)

### Before You Get Started

- Be aware that some students undertaking this lesson may have sent or received a sext. Emphasise that you do not want to know who has or hasn't sent or received a sext.
- [Protective interrupting](#) - Teachers need to know and understand how to use this technique to prevent students from potentially disclosing sensitive information or abuse in front of other students.
- [Dealing with disclosures](#) - Teachers must be aware of the school and legal procedures if a student discloses personal issues, particularly disclosures of sexual abuse.
- [Exploring my own values](#) - Consider your own thoughts, feelings, attitudes and values on this topic and be aware of how they may influence the way you present this activity. Be aware of your own self-care and support networks. Read [The art of safe sexting](#), [How to practise safe sexting](#), [Everything you need to know about sexting](#). Ideally, these and other associated issues need to be covered and extended in more lessons.
- Liaise with the school health team (e.g. Community health nurse, school psychologist) to inform

them of the content you will be covering in class. It may be helpful to have these additional adults in these lessons or on standby for any individual or small group work that may need to take place.

- Preview [Laugh and learn video - Sexting](#) (2min 12sec) and [eSafety - Image based abuse](#) (1min 50sec) to determine suitability for your students.
- Teachers should be familiar with the laws on [sexual consent, sexting](#) and [image-based abuse](#).
- Visit [eSafety - sexting](#) for background information on the what, why and how of sexting.
- Sexting definition: Most sexting is done with a mobile phone but it also occurs through social media and other online activities. Sexting can include a range of behaviours and content, from sending flirtatious text messages to more intimate material, like taking and sharing nude photos or videos capturing sexual acts. The term 'sexting' is not often used by young people or in popular culture. 'Nudes', 'naked selfie', 'pic for pic', 'dic pics' are some of the terms young people might use. Other terms include intimate images, sexually explicit images or messages.
- Students may bring up popular media (tv shows and movies) which deal with image based abuse, youth suicide, mental health and other issues faced by teens. Sometimes organisations like and eSafety Commissioner have created resources to support use of popular media in the classroom.
- Optional: Print Department of Justice posters.

## Learning Activities

### Group agreement

Teaching tip: A group agreement must be established before any Relationships and Sexuality Education (RSE) program begins to ensure a safe learning environment. Read: [Essential information: Establishing a group agreement](#) for tips on how to create one and what to include.

1. Revise the class [group agreement](#).
2. Remind students that throughout the lesson they can write any questions down and add them to the question box at the end of the lesson (if they do not wish to ask them during the lesson).  
See [Essential information - Setting up a question box](#).
3. ??Trigger warning

Say:

"This lesson covers topics that can sometimes be difficult for people. Please let me know if you feel you need to take a break from the room.

Before we start, let's check that everyone knows where to go for help if you want to check anything that this lesson raises for you."

4. Ask students:

? Who are some trusted adults you can talk to?

(Possible answers: parents, grandparents, teacher, older siblings, doctor, other family members, etc)

Teaching tip: It is important not to tell students who their trusted adults are or should be. You can offer a list of suggestions of who they might be. For some students, some of the people you suggest, may not be people that are safe for them to talk to. Students should not be made to share their list of trusted adults publicly unless they wish to do so.

? Who are some people at this school that you can talk to?

(Possible answers: class teacher, other teachers, school psychologist, community health nurse, youth workers, etc )

Say:

"During the lesson we will also be learning about some services and online support that is available."

Introduction: Definition

5. Ask students what they understand by the term 'sexting'?
6. Take answers from volunteers.

Teaching tip: Students need to feel safe and supported in lessons on sensitive topics such as this. They need to know that they will never be called upon to answer questions and that you will only ever ask for volunteers for contributions.

5. Say:

"Sexting refers to using a mobile phone or the internet to take, ask for, receive, send or share intimate text, photos or videos including where someone is naked, partly naked, posing sexually or doing a sexual act. These are sometimes known as 'nudes', 'sexy pics' or 'noodz' or some of the words that you have already said. They are also known in legal terms as sexually explicit images or messages, or intimate images."

Thumb quiz: Legal, not sure, illegal

6. Teaching strategy: [Thumbs up/down quiz](#). Ask students to indicate their answers:
  - thumbs up = legal
  - thumbs down = illegal
  - thumbs sideways = not sure.
7. Read and display the following scenarios on the board (See [To send or not to send PP teacher resource - slides 7-18](#)).

Teaching tip: The language in the following scenarios deliberately limits the use of gender pronouns in order to avoid gender stereotyping who sends/shares images and to be inclusive of gender and sexual diversity. Students can make their own decisions about the gender of the individuals in the scenarios.

- An 18 year old girl sends a naked image of herself to an 18 year old guy she likes.

(Legal, but if he didn't want this, it might be sexual harassment depending on circumstances.)

- A 20 year old girl sends a naked image of themselves to their 21 year old partner

(Legal)

- A 16 year old consensually sends a nude to their 16 year old partner.

(Despite being of legal age to have sex, and legal under WA laws, this is illegal under federal laws which override state laws. If a person under 18 takes a naked picture of themselves, it can be

considered creating child exploitation material. Sending it to a partner can be considered distributing child exploitation material. These laws are designed to protect children from exploitation however, young people consensually sharing images can still be prosecuted under these laws.)

- A 21 year old shares the image of their partner with several of their friends.

(Illegal if they did not ask for their partner's consent to share the images.)

- A teacher 'follows' students on Instagram and make personal remarks.

(Legal but breaches professional conduct. [Guidelines for the Use of Social Media - The Department of Education.](#))

- After breaking up with their 16 year old partner, a 17 year old threatens to send an intimate image of them to their mates.

(Illegal to threaten to send an intimate image (WA law) and illegal to send an intimate image of a person under 18 years of age (Commonwealth law).

Laugh and learn video - sexting

8. Watch [Laugh and learn - sexting](#) (2min 12sec).

Teaching tip: CaLD students and students with special needs could potentially be confused between pimple popping and sexting. It is important for teachers to decide the suitability of this content for their students and to address any misconceptions that may arise.

9. Ask:

? What are some of the key messages from the video?

(Non-consensual sexting is disrespectful, harassment and against the law; issues can follow you the rest of your life - whether you send, receive or share an intimate picture; it is easy to lose control over who can see an image once it is sent; there are things you can do if you receive an unwanted sext.)

To send or not to send?

10. As a whole class create a 'choose your own adventure' style flow chart using sticky notes. This can be created on the floor, on desks pushed together, on a wall or a window.

Teaching tip: This activity should not be conducted in small groups unless there are enough adults to facilitate each group. This is vital to ensure students adhere to the group agreement (e.g. no sharing personal stories). Ensure all adults facilitating groups are familiar with [protective interrupting techniques](#) and how to [deal with disclosures](#).

11. Provide each students with a small stack of sticky notes (or scrap paper).
12. Guide students through the following steps either using the [To send or not to send PP teacher resource \(Slide 20-33\)](#) or by reading the instructions aloud.
13. Say:

" Describe a scenario in which a person might be asked for a nude. This is to be a hypothetical situation so no names of people we know and no personal stories."

? What are the names of person A and B?

? What are their genders?

? How old are they?

? How do they know each other?

? What app/device are they using to chat?

Teaching tip: It is important to remember that students in the class are likely to have experienced similar situations either directly or indirectly and it is vital for everyone to maintain confidentiality and not to disclose personal stories of their own or others. Offer students the opportunity to talk to you (or another trusted adult) in private if they have any concerns they would like to raise. The [question box](#) is another way of offering students opportunities to raise issues privately. Students can indicate that they would like time with you, the school counsellor/nurse by placing a note in the question box and including their name on the note.

Discuss some of the potential stereotypes:

? Is it always the guy asking for nudes?

? Is it always the girl being pressured?

? Is it always a heterosexual relationship?

14. Write down the scenario and place it on the floor/wall where you will be displaying the 'choose your own adventure' flow chart.

15. Say:

"What might person B's response to this request be? Write it down on your sticky note and place it along side the scenario to show the different ways the conversation might develop."

Ask:

? Do they want to send the nude?

? Do they feel safe?

? Is there trust?

? Do they feel pressured?

? How do they negotiate the situation? (diversion, humour, respectful, disrespectful)

? Do they consensually send the nude?

? Do they send a pic without showing their face or identifying features?

16. Ask:

? What might person A reply?

(anger, humour, pressure, respects answer and doesn't ask again, cuts off conversation, dumps person B, asks for more, call person B names for either sending it or not sending it)

17. Have the students continue the potential responses along the 'choose your own adventure' path.

18. Ask:

? What might happen as a result if they send the nude or if they don't send the nude?

? What are the emotional consequences?

(May feel regret for sending it; may feel mortified if it gets shared with others; may feel OK about sending it; may feel happy/sexy/flirty/etc sending it; may feel scared; etc)

? What are the social consequences?

(Friends/colleagues might judge you; may end the relationship; may start a romantic/sexual relationship; may bring person A and B closer; may cause person A and B to fall out; excluded from friends; family fall out; etc)

? What are the ethical consequences?

(Is it ethical to ask for a nude or should you wait to be asked? Is it ethical to assume a partner would be OK receiving a nude image? If someone has shared nudes with lots of other people, is it OK to share the image? What if there is a large gap in the age of the people sexting? etc)

What the law says

19. Have students read the [Youth Law Australia - Sexting](https://yla.org.au/wa/topics/internet-phones-and-technology/sexting-laws/) webpage (https://yla.org.au/wa/topics/internet-phones-and-technology/sexting-laws/) . This could be as a whole class, on individual devices or printed copies.

Teaching tip: Ensure that the Youth Law Australia website is set to 'Showing laws for WA' so that the information displayed is accurate for WA.

19. Say:

"It is against the law for ANY person to take, keep or share intimate images when it involves someone under 18. It is against the law to share or threaten to share an intimate image of a person of ANY age without their consent. No doubt there are many people - adults and young people alike - who are unaware of these laws. Why do you think not knowing this information could be very dangerous for some people?"

20. Ask:

? What are the legal consequences?

(If under 18, could be charged with creating/distributing child exploitation material; could be put on child sex offenders register; could impact future employment and housing options; could be fined or imprisoned; could be no legal consequences; may be completely legal; etc)

? Who could get prosecuted in each of the scenarios we looked at in Too send or not to send?

(Any that involve people under 18. Any that involve harassment)

? Who would get prosecuted in each of these scenarios?

(It is impossible to tell. Laws are designed to protect young people from exploitation but the laws are still written in such a way that young people can potentially be charged. The laws place the emphasis on non-consensual sharing of images, pressure, harassment and 'sextortion' - threatening to share images)

Where to go for help

21. View [eSafety what is image-based abuse video](#) (2 min 30 sec)

22. Ask:

? Where can a young person go for help in these situations? What can they do?

(Tell a trusted adult, block the person on social media, report it on the eSafety site, contact Headspace, Kidshelpline, a school counsellor)

23. Show students the [eSafety Commissioner website](#) and go through the steps of 'What to do?'

24. Ask:

? What strategies have you seen in this process that you might recommend to a friend who was in a similar situation?

Teaching tip: It is important to keep questions 'a step removed'. Asking students what they would recommend to a friend allows them to think of useful strategies for themselves without having to say, 'I would do this' which could make them feel vulnerable and/or potentially disclose personal information.

### 3-2-1 Reflection

25. Ask students to share with another person:

? What is the most important thing you have learnt from doing this work on sexting?

? Who will you share this information with?

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### 3-2-1 Reflection

#### Take home activity

1. Ensure students have internet access at home to access the [Youth Law Australia - Sexting website](#) or provide each student with the handout [Western Australia's new intimate intimate laws: Frequently asked questions](#).
2. Give each student the [Take home activity sheet: Sexting - To send or not to send?](#)



## Health Promoting Schools

### Health promoting schools strategies

Background teacher note: [Health promoting schools framework](#).

#### Partnerships with wider community

- [Talk soon. Talk often: a guide for parents talking to their kids about sex](#) is a free resource that can be bulk ordered by schools and interactive website. Consider sending a copy home to parents prior to starting your RSE program or providing a link to your website/e-news for parents and carers. The booklet offers age and stage related information on sex and relationships so that the topics covered in class can be reinforced at home. ([How to order hardcopies](#).)
- Send copies of the free resources [Relationships, sex and other stuff](#) and/or [Send noods?](#) home or provide in the lesson. ([How to order free copies](#).)
- Run a parent and carer workshop prior to delivering RSE lessons so that parents and carers can see the resources used, ask questions and find out how to support the school program by continuing conversations at home.
- Keep parents informed of the WA intimate image laws by adding these links to your school newsletter/social media/website
  - [Western Australia's new intimate intimate laws: Frequently asked questions](#)
  - [eSafety Commissioner - Sending nudes and sexting \(parents\)](#)

## Respectful relationships online

### Learning objective

Students develop an understanding of cyberbullying and the implications of sharing information online.

### Take Home Messages

- Everybody is an individual and deserves respect.
- Reliable and trustworthy health information sources (such as websites and brochures) are available to provide help and information about chatting online safer.
- Making informed choices can make us safer.
- We can help our friends make appropriate online choices.
- People who have been involved in a cyberbullying incident need support from friends, family and school.
- It is important to tell a trusted adult (teachers, parents and police) to help stop cyberbullying.

### Materials

- A3 paper [one per group]
- Internet access
- Teaching Resource: Positive bystander tips [one per student]

### Before You Get Started

- Ensure a [group agreement](#) is established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- Communicating sexually online or with a mobile phone is increasingly accessible and socially acceptable for everyone today. It is important that the positive aspects of online communication

(such as influencing social development, maintaining long distant relationships with family and friends, forming relationships with like-minded people, documenting events and raising awareness of important issues) are highlighted as strongly as the potential issues. The most important key message for young people is that they know how to be responsible with technology use it safely. Refer to the Guides: [Social Media- Cyberbullying](#) and [Cyberstalking](#) for further information.

- It is possible that a student has been involved in a traumatic experience relating to cyberbullying. It is important that teachers are familiar with the Essential Information: [Dealing with disclosures](#) and have a risk management strategy in place.

## Learning Activities

### Whole Class

Students develop an understanding of what cyberbullying means by sharing ideas and completing an online and verbal quiz.

1. Divide students into groups of four. Provide each group with a blank piece of A3 paper and make a [placemat](#) with the word 'cyberbullying' in the centre. Have students conduct a placemat activity to create a definition on the term cyberbullying.

### Ask:

- What is cyberbullying? (the actions by an individual or group intended to embarrass, humiliate or intimidate a target using online technology such as the internet or a mobile phone).  
Whiteboard this definition.
- What forms can cyberbullying take? (can include a wide range of unacceptable behaviours including:
  - sending abusive messages,
  - posting or sending hurtful images or videos
  - posting or sharing images of someone without their consent
  - imitating others online
  - excluding others online
  - posting contact or other personal information in public forums
  - nasty online gossip and chat)
- Cyberbullying typically involves three different people, can you identify who they might be? (perpetrator - the person bullying online; target - the person being bullied; and bystander - someone who witnesses the cyberbullying behaviour)
- What are the differences between cyberbullying and other forms of bullying? (cyberbullying has possibly a much bigger audience, no closure and no escape from the person bullying, and the other people involved may not realise the impact and contribution they make. It can occur any time of the day or night and intrudes into spaces that were previously considered safe. The person bullying can remain anonymous and this can cause the person who is being bullied to distrust many people. Electronic content is hard to control, and the worry of content resurfacing can make it difficult for those who are bullied to move on. Also, a single incident can comprise multiple attacks, where one image is viewed numerous times.)
- Why do you think people bully others? (because they don't understand the harm they are doing; they are reproducing behaviour that has been carried out on them; or to be popular with other people)
- How do you think you would feel if you were being cyberbullied?
- What is a bystander? (a person who is present at an event without participating in it. For example, somebody who sees another person send a bullying message to someone else.)
- What might a positive bystander do? (take safe action to help the target)
- What might a negative bystander do? (choose to do nothing, or actually become involved in

- cyberbullying, e.g. forward hurtful messages and posts sent by someone else)
- Why do you think someone might choose to be a negative bystander in a cyberbullying situation? (might fear being the next target or losing a friendship; wanting to stay out of 'drama'; not feeling confident to confront the bully; not knowing what to do)
- If you are aware of someone being cyberbullied and do nothing, who are you supporting? (the perpetrator - person doing the bullying)

2. Conduct a [thumbs up thumbs down](#) voting activity with the following statements.

Is this an example of cyberbullying?

- (1) Posting an offensive photo of someone online to embarrass that person.
- (2) Creating a poll to embarrass someone.
- (3) Spreading rumours about someone online.
- (4) Creating a fake profile of someone that contains content that is hurtful to that person.
- (5) Making threats to publish material that a person does not want to be made public.
- (6) Not accepting a friend or follow request.
- (7) Sending abusive messages.
- (8) Digitally altering a photograph of someone to humiliate them.

Only (6) is not an example of cyberbullying. (If asked why, explain that people are allowed to control who sees their profile and posts.)

Independent or Small Group

Students view a cyberbullying video to understand the potential consequences of sharing information online and to identify the role of the bystander.

1. View the [Tagged](#) video on the esafety.gov.au website [18:19min].
2. In small groups, students respond to the following focus questions in preparation for a whole class discussion and reflection:
  - Why do you think Kate posted photos of Chloe on her blog?
  - Was it fair for Jack to retaliate by posting the photos of Kate?
  - Why do you think Em chose not to stand up for Kate?
  - In what way was Em's behaviour helpful?
  - In what way was Em's behaviour unhelpful?
  - What are the main messages from this video?
  - If you were a friend of one of the characters in Tagged, how could you encourage them to make more appropriate choices? (choose at least two characters)
  - What do you think might motivate someone to help a person who is being unfairly targeted online? (e.g. a desire to treat people fairly; empathy for the pain and stress this behaviour may cause)
  - What strategies could you think of that might stop cyberbullying if you noticed it occurring?

### 3-2-1 Reflection

1. Stress that helping friends and fellow students who are involved in cyberbullying early on, can save them a lot of pain down the track.
2. Give each student a copy of the Teaching Resource: Positive bystander tips. Students select something positive they could do, or the option that they would feel safest in doing, if they witnessed:
  - A friend receiving repeated abusive text messages from someone you know.
  - A photo of someone in your year group which has received a lot of rude and hurtful comments.
  - A friend repeatedly excluding someone in your friendship group from weekend gatherings and parties posted online.
3. Students record their answers in written form.

## Choices and consequences

### Learning objective

Students watch Kaiyai Girl, an interactive DVD about an Aboriginal girl, Missy, who is faced with many choices and consequences regarding alcohol and other drugs, and sexual health. Students discuss the options and make informed choices to help Missy stay as safe and as healthy as possible.

### Take Home Messages

- There are many reasons why people choose to take drugs, or not take drugs.
- With the right strategies, young people can make healthier, informed choices.
- Consuming alcohol and other drugs affects our ability to make informed choices, particularly about sexual activity.
- Making informed choices about sexual activity can help us stay safe.

### Materials

- Kaiyai Girl interactive DVD
- Kaiyai Girl Teacher's Resource Booklet [optional]
- Teaching Resource: Placemat template [5 per group]

### Before You Get Started

- The Kaiyai Girl DVD is a teaching resource for use with students in early adolescence through to early adulthood. It tackles the issues of drug and alcohol use and its impact on decision-making and personal control. It aims to give participants' knowledge and understanding of these issues, and the self-management skills to cope when faced with choices about drug and alcohol use.
- Copies of this resource should be available in WA Department of Education school libraries. Alternatively email the Health Department of WA to order your copy: [SHBBVP.GVH@health.wa.gov.au](mailto:SHBBVP.GVH@health.wa.gov.au).
- Young people need time and the opportunity to explore their own beliefs and values about these issues in a safe, supportive learning environment. When using this resource it is essential that facilitators are aware of creating a safe environment and consider issues of disclosure, diversity, discrimination and confidentiality.
- Alcohol and other drugs remain predominant in youth culture today. It is important for young people to learn to be responsible when experimenting with alcohol and other drugs, and

avoiding sexual intercourse and other risk taking behaviours while under the influence. Refer to the [Alcohol, other drugs and sex](#) Guide for further details.

- It is possible that a student has been involved in a traumatic experience relating to alcohol and other drugs and sex. It is important that teachers are familiar with the Guide: [Dealing with disclosures](#) and have a risk management strategy in place.

## Learning Activities

### Whole Class

This activity introduces the Kaiyai Girl interactive DVD which addresses issues of drug and alcohol use and its impact on decision-making and personal control.

1. Use the teaching strategy [think-pair-share](#) to identify reasons why young people choose to use or not use drugs. Be prepared for many positive reasons that people use drugs, including young people. Ask:
  - How can alcohol and other drugs affect our moods?
  - How can alcohol and other drugs affect our decision making?
  - How can alcohol and other drugs affect our perception of risk?
  - What are some unsafe things young people might do when they are in a relaxed mood, have poor decision making and have a reduced perception of risk?
  - What are some of the implications of having intoxicated sex?
  - Can these implications be long term as well as short term?
2. Introduce Kaiyai Girl by giving a brief outline of the issues which will be raised in the DVD.
  - Inform the students that at every decision point in the DVD they will be asked to discuss in small groups what they think is the best choice and to explain why.
3. Discuss informed decision-making skills (e.g. weigh up pros and cons, take time, get advice, consider feelings of self and others) and take suggestions from students. Discuss instincts and feelings that may be experienced which raise awareness that a decision may have a negative or positive consequence. Consider physical feelings and how decisions can be made by following head, heart or gut instincts. Stress that considering all three instincts can result in making the safest decisions.
4. Start the DVD. Be ready to stop, start and choose menu options throughout the 30-minute film.

### Optional activities:

There are a number of practical activities in the Kaiyai Girl Teacher's Resource Booklet that directly relate to the Kaiyai Girl DVD. The activities focus on informed decisions, sexual health, alcohol and other drugs, and cultural implications of decisions.

### Independent or Small Group

This activity involves watching Kaiyai Girl. While watching the DVD, students are prompted to make choices for the main character regarding sex and drugs and discuss their personal perspectives on the issues raised.

1. Provide each small group with five copies of the Placemat template (one for each decision point) or have students draw their own placemat depending on the number of students in the group.
2. Use the [placemat](#) strategy for each decision point in the DVD:
  - Allow the students 2 minutes to independently identify and write their decision in their section of the placemat.
  - Have each group discuss their individual choices and decide on a group consensus, to be written in the middle section of the placemat.

- Identify a choice to select on the DVD through a whole class consensus.

### **3-2-1 Reflection**

1. Ask students to provide a summary of Missy's journey from Kaiyai Girl and the choices and consequences she encountered and then provide an alternative safer choice she could have made at each stage.
2. Students can role-play the alternative choices.
3. Revisit informed decision-making skills and discuss possible challenges with implementing safer choices in a range of scenarios.