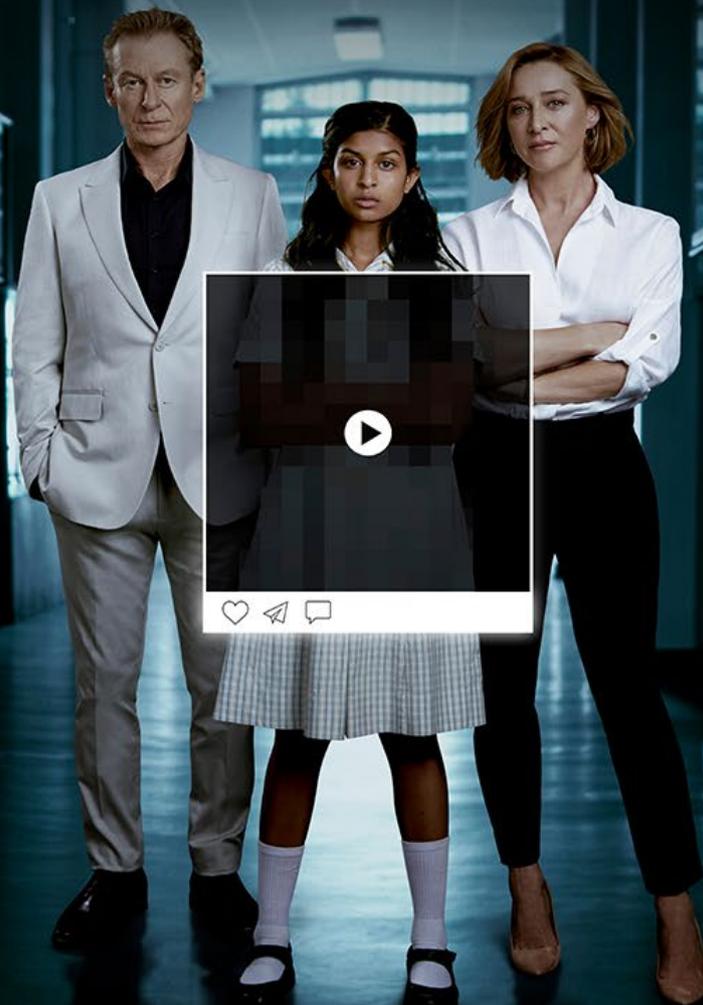


The Hunting

Teacher Discussion Guide



This discussion guide has been developed to support SBS drama, *The Hunting*. The television series explores the lives of four teenagers, their teachers and families throughout the lead up, revelation and aftermath of a nude teen photo scandal. The purpose of this guide is to provide teachers with conversation starters on how to address themes with young people around cyberbullying and image sharing, to promote positive experiences online.

On the following pages are clips from the series to create a class discussion about behaviours, peer responses and support services.



This guide is to be viewed in parallel with clips available to watch at:
sbs.com.au/learn/the-hunting

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1. What drives behaviours and why do things happen?



Clip 1 – Image sharing

According to research, one in 10 Australians have experienced image-based abuse (IBA). IBA occurs when intimate, nude or sexual images are distributed without the consent of those pictured. This includes real, altered (i.e. Photoshopped) and drawn pictures and videos. Image sharing of content not intended for others can have consequences. It can affect the person in the image, family and social relationships, and general wellbeing. For every person who has been a target of IBA, the experience will be different.

Victims of IBA often experience anger, depression, anxiety and feelings of humiliation when they find their intimate images online. IBA can take different forms – for example it may include an image or video of a person without attire of religious or cultural significance which they would normally wear in public.

Everybody has the right to live without online abuse or the threat of abuse. If you have been a target of image-based abuse, the most important thing to remember is that it is not your fault and you are not alone.

Classroom questions:

- What would you do differently in this situation?
- Why do you think Nassim shared the picture with Andy?
- If you were Nassim, what other options could have played out?
- How would you feel if you were the person in the photo?

Backgrounder:

At what age do you think the conversation about sharing nude images should start? Sharing sexual images can start at a young age. Having age appropriate conversations with students about the content they are sharing should start early- **it's never okay to pass on intimate images shared with you only.**

Likewise, no-one should ask a child or young person to share a nude image of themselves online, the online space is like a public pool – private parts shouldn't be shown. Conversations should get progressively more complex as students get older.

Important:

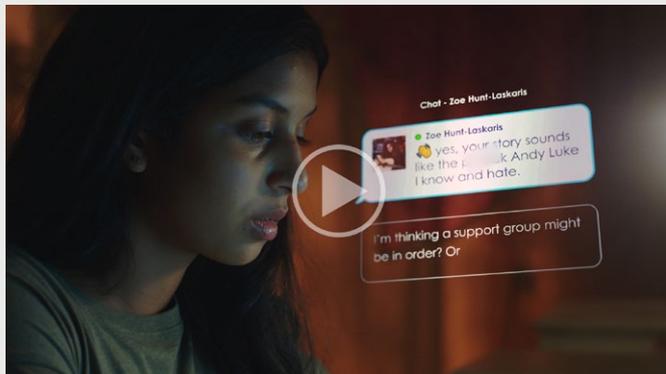
When a nude image is shared without consent, it's a breach of trust, a betrayal - the nude image itself is not the issue, the choice to violate someone else is. Everyone needs to be held accountable when they behave without empathy, consideration and respect for others. The online space is an extension of the real world and so the ideas of trust, consent, respect and kindness should be used equally in that space.

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2. Looking at School and Peer Group responses



Clip 2 – Support groups

Trusted friends can be the biggest allies and support network. It's important to promote opening up and talking to someone, as students may find others who have experienced something similar. Talking can help improve difficult situations. Friends and family can be a great support, but it can be hard for young people to talk to their parents about experiences of IBA. Parents may have grown up in a world that is completely different to theirs. Remind students that it's important to talk to their parents or a trusted adult for support.

The **Australian Student Wellbeing Framework** supports Australian schools to create learning communities that promote student wellbeing, safety and positive relationships. The Framework supports principals, school leaders, teachers, and students and their families to build a respectful and inclusive learning environment where all students can reach their potential. This includes online environments.

Classroom questions:

- Why do you think it is a good idea to open up or seek help from others?
- Why could a support group help?
- Who would be in your support group, either at home, school, sporting or community group, or other?
- How do you think you can be an informed, supportive friend to others experiencing online abuse?



Activities:

- 1.** Ask students to investigate places of support. E.g. family and friends, KidsHelpline, Headspace or The eSafety Commissioner (eSafety). Invite students to compile and design their own list of trusted people they would contact if they were concerned about online harassment by a stranger or if they were being cyberbullied.
- 2.** Check out The Yes Project, a digital and social health program encouraging young people to act as positive leaders and supportive friends in all their social spaces, especially online:
esafety.gov.au/education-resources/classroom-resources/yes-project

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3. Support services and potential pathways to resolution



Clip 3 – Classroom workshops

There are ways to talk to trusted people whether its friends, family, parents or carers, teachers or other trusted adults. Sometimes actions related to a person's digital identity can have unintended consequences. Students should be aware of the pathways for support and reporting of image-based abuse and cyberbullying.

Questions:

For students:

- What does trust and consent mean to you?
- What about personal boundaries and respect for others?
- What do you think confident self-expression looks like online?

For everyone (staff):

- Does your school have a wellbeing network and programs fostering positive behaviours and social understanding?
- Are students and staff clear about reporting and help-seeking processes?

Universal strategies that can be applied into classrooms:

- Whole of school focus on social and emotional skills and creating an inclusive school environment.
- Promote a culture of help seeking behaviour for those being targeted as well as those engaging in the behaviour.

If someone reports image-based abuse in your school:

- Remain calm, reassuring and non-judgemental. Do not say or do anything to blame or shame any students involved.

- Do not formally interview students (particularly the students responsible) or ask for written statements. Police may do this as part of their investigations.
- Do not deliberately view the explicit material – you will likely already have enough information to be satisfied as to the nature of the material and who it concerns.
- Don't copy, print, delete or further share the material as it may be unlawful to do so, leave this to the police if they become involved.
- Under no circumstances should you delete the material or send the image to yourself for evidence.

There are some key steps you can take to have images or videos removed. These include contacting the person who posted the image and asking them to remove it, reporting the material to a social media service or website to have it taken down, and making a report to **eSafety**.

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Support services:

Kids Helpline: kidshelpline.com.au 1800 55 1800

Lifeline: lifeline.org.au 13 11 14

Headspace: headspace.org.au

Youth Law Australia: yla.org.au

Further resources:

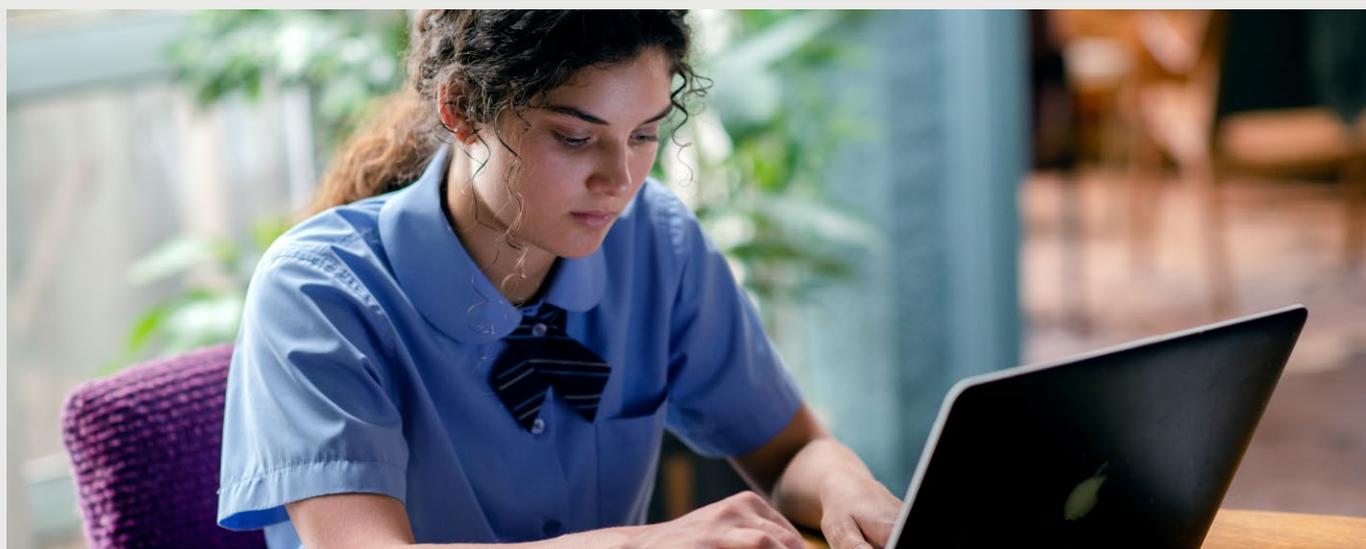
SBS Voices: Sex, teens and the digital world - surviving the internet as a teacher: sbs.com.au/voices

eSafety's Image-based abuse site: esafety.gov.au/image-based-abuse

eSafety resources: esafety.gov.au/education-resources/classroom-resources/stand-alone-lesson-plans-for-secondary-schools

eSafety's Guide to being safer online and on social media channels:

esafety.gov.au/esafety-information/games-apps-and-social-networking



Luca Sardelis who plays Zoe in SBS's *The Hunting*. Photo by Nat Rogers.

Watch four-part series *The Hunting* on SBS and SBS On Demand.

Visit sbs.com.au/learn/the-hunting for more educational resources.

