



**‘Respectfully Me’
Teachers Pack
2017**

PLAY ONE ‘The Disney Effect’

Princess Trout-pout thinks she is too fat and is concerned that the filters on her Snapchat have broken. Prince Big-guns worries he will never get a girlfriend because his bicep’s aren’t big enough and he cried watching ‘The Bachelor’...

Year 9 and 10 Health and Physical Education curriculum content descriptions:

Personal, Social and Community Health	
ACPPS089	Evaluate factors that shape identities and critically analyse how individuals impact the identities of others
	<ul style="list-style-type: none">Analysing how societal norms, stereotypes and expectations influence the way young people think about their bodies, abilities, gender, sexuality, food, physical activity, sexual health, drugs and/ or risk taking behaviours.
	<ul style="list-style-type: none">Examining how diversity and gender are represented in the media and communities, and investigating the influence these representations have on identities.

Pre/ Post-show activities:

1. Using Bamboo Theatre’s lyrics to Disney’s ‘Frozen’ song “Let it go” (found on page 5-6 of this document), complete the following writing activities:

- The lyrics in this song point to gender stereotyping found in today’s advertising campaigns. Do you agree or disagree with this opinion? Discuss.
- The lyrics for both Princess Trout-pout and Prince Big-guns suggest advertisers target certain products to each gender- find some advertisements that adhere to this stereotyping and some that break the mold.
- Princess Trout-pout sings about gender messages in ‘The Little Mermaid’ and Prince Big Guns sings about them in ‘Hercules’- watch these movies and record any stereotyping you see throughout the movies.

- Re-write the lyrics to be about racial discrimination seen in Disney films and advertising (HINT: 2016 was the first year the soap opera 'Neighbours' featured an Aboriginal actor...).

2. Watch the television commercial for 'Pot Noodles' (www.youtube.com/watch?v=CLKMlr3WpjY). Answer the following questions:

- When you first started watching this TV commercial, what did you think it was going to be about? By the end of the commercial were you surprised?
- Why do you think the advertisers designed the commercial to play out like it did?
- What messages do you think the advertisers were trying to sell you?
- Do you think this was a good commercial? Why?

3. Using the picture regarding hand sizes in Disney films (found on page 4 of this document), discuss the following;

- Animation is an art form not restricted to the boundaries of realism. Discuss.
- Body image issues effects both males and females. These pictures are taken from various Disney films depicting large men and small women- Do you think this is gender stereotyping? Why?
- In the Mission Australia 2016 National Youth Survey, body image was one of the top 3 personal concerns of the 21,000 youth interviewed. Do you think body representations in cartoons such as this are harmful? Discuss.

4. Using the graph from The Washington Post (found on page 7 of this document), discuss the following;

- What do statistics like this tell you about gender representations in Disney films?
- Are statistics like this found in a newspaper such as 'The Washington Post' credible? Discuss.
- What do statistics like this tell you about older Disney films (such as 'Cinderella') verses newer Disney films (such as 'Tangled')?

Resources:

Guo, J. (2016). *Researchers have found a major problem with 'The Little Mermaid' and other Disney movies*. Retrieved from:

https://www.washingtonpost.com/news/wonk/wp/2016/01/25/researchers-have-discovered-a-major-problem-with-the-little-mermaid-and-other-disney-movies/?utm_term=.088337e86ede

Mission Australia 2016 Youth Survey infographic. Retrieved from:

<https://www.missionaustralia.com.au/documents/research/young-people-research/678-mission-australia-youth-survey-infographic-2016#EpX02Jy2Gbi2CDm7.97>

Pot Noodle 'You can make it' TV advertisement. Retrieved from YouTube: www.youtube.com/watch?v=CLKMlr3WpjY





(To the tune of Disney's "Frozen" song "Let it go")

Princess Trout-pout:

The filters on my phone are broken tonight
My location services as well,
A feeling of isolation
Where am I? This is hell
The problem here is that I'm prettier online
My face is plain
There's no butterflies...

Media says to me
That I should cry
And I should clean
Wipe babies bums
And care about shoes, coz I'm a girl....

I'm a girl, I'm a girl
I'm supposed to be over emotional
I'm a girl I'm a girl
Disney tells me I need a man
I need a man who will rescue me

But it's complicated....

I can't possibly rescue myself

Prince Big-guns:

The biceps in my arms are sore tonight
I've pumping iron for hours
It's harder than you imagine
To look this masculine
The problem here is that I'm actually a skinny guy
My muscles won't grow no matter how I try

Media says to me
I should be tough
And really mean

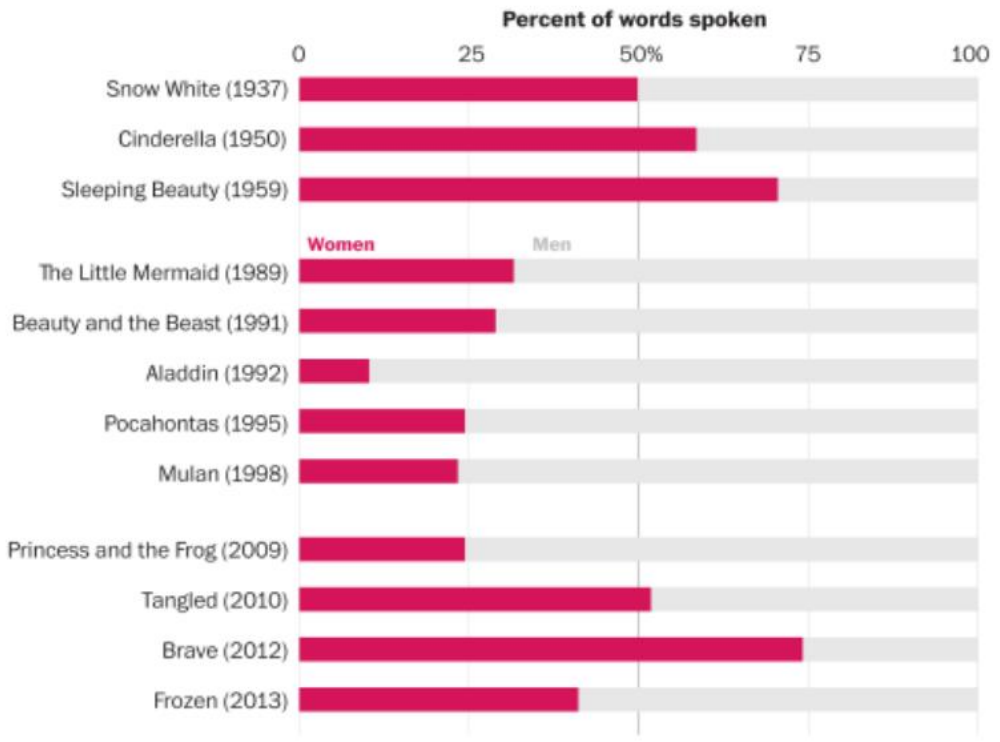
Care about sport
And four wheele drives, coz I'm a guy....

I'm a guy I'm a guy
I can't possibly show any emotions
I'm a guy I'm a guy
Disney tells me I need to be buff
I need to be in control to get the girls

But my muscles won't grow

You need to be strong to be a man

In Disney's modern princess movies, men often speak more than women. The films from the '90s were particularly male-dominated.



WAP0.ST/WONKBLOG
Source: Carmen Fought and Karen Eisenhauer

Play two 'Over the line'

Maya is having a tough time- she has been fighting with her best mate. She went through her boyfriends phone and found messages to another girl and she failed a really important exam at school. Pulled into the Principal's office she's asked to explain her behavior where she reveals that her life has been turned upside down by the announcement her parents are getting a divorce.

Health and Physical Education curriculum content descriptions:

Communication and interacting for health and wellbeing;	
ACPPS093	Investigate how empathy and ethical decision making contribute to respectful relationships
	<ul style="list-style-type: none">• Practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans
ACPPS094	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
	<ul style="list-style-type: none">• Proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment
	<ul style="list-style-type: none">• Evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/ or their relationships
	<ul style="list-style-type: none">• Analyzing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognizing the emotions involved

Cross-curricular opportunities;

English:

ACELY1741- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes.

ACELY1742- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts.

Drama:

ACADRM051- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience

ACADRM048- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Visual Art

ACAVAM128- Plan and design artworks that represent artistic intention.

Pre/ post show activities:

DRAMA/ ENGLISH- script writing:

Ava fights with her best friend Angela when Angela confronts her about not turning up to basketball trials and also for her behavior with her now ex boyfriend. During the production it was discussed that this relationship went from being respectful to disrespectful when Ava lost her temper and shouted at Angela telling her to make her own decisions (about basketball trials) and that her relationship was non of Angela's business. At no point in the play did Ava tell Angela that the reason she was not coping with everything was because her parents were getting a divorce.

Using an exert from the script (provided on page 14-15 of this document), get the students to re write the scene and have Ava admit to Angela what is actually wrong. What does this do to their relationship and ability to communicate? Following on from this scene, how could Angela then support her friend? Get the student's to rehearse and perform this new scene to an audience.

VISUAL ART- creation of a poster:

Using the article 'Six top tips when you're about to explode' from 'The Line' <http://www.theline.org.au/six-top-tips-when-you-are-about-to-explode> (provided on pages 12-13 of this document) get students into groups of four and create a poster to be displayed in the classroom that depicts these tips in their own words. Get them to take a photo of it and print off copies for their bedroom.

DRAMA- creation of a skit:

Using the anger bioindicator's list from <https://www.mentalhelp.net/articles/recognizing-anger-signs/> (provided on pages 10-11 of this document) create and film a skit that would inform an audience about these indicators. It could be in the style of a song, rap, tableaux, dance or short play.

Resources;

Mills, H. (2005). *Recognizing anger signs*. Retrieved from: <https://www.mentalhelp.net/articles/recognizing-anger-signs/>

The Line. 'Six top tips when you're about to explode'. Retrieved from: <http://www.theline.org.au/six-top-tips-when-you-are-about-to-explode>

Mills, H. (2005). *Recognizing anger signs*. Retrieved from: <https://www.mentalhelp.net/articles/recognizing-anger-signs/>

Recognizing Anger Signs

HARRY MILLS, PH.D. JUN 25, 2005

Before you learn the techniques to manage your emotions, you first need to learn to recognize your anger. You need answers to questions like:

- "How do I know when I am angry?"
- "What events/people/places/things make me angry?"
- "How do I react when I'm angry?"
- "How does my angry reaction affect others?"

Answering these questions takes a while. It is likely you can rattle off several things that make you angry. You might even be able to identify several signs that you exhibit when you are angry (e.g., clenched fists, etc.). These quick answers are only the beginning, however; the low hanging fruit. You will want to continually ask yourself these questions for a period of time before you can be satisfied that you are fully knowledgeable about your personal anger.

Recognizing Physiological Signs of Anger

The first step in effective anger management is to learn how to recognize when you are angry. Some angry people see their emotions as a black or white state—they are either raging mad or they are calm. In reality, anger is not black and white, but rather quite gray. Anger occurs on a continuum between rage and calm where most of the time people experience some gradation of anger between these two extremes.

The same people who tend to see anger in terms of extremes sometimes have difficulty recognizing when they are experiencing intermediate anger states. Luckily, most people experience a number of physical, emotional and behavioral cues that they can use to let them know when they are becoming upset.

Some physical signs of anger include:

- clenching your jaws or grinding your teeth
- headache
- stomach ache
- increased and rapid heart rate
- sweating, especially your palms
- feeling hot in the neck/face
- shaking or trembling
- dizziness

Emotionally you may feel:

- like you want to get away from the situation
- irritated
- sad or depressed
- guilty

- resentful
 - anxious
 - like striking out verbally or physically
- Also, you may notice that you are:

- rubbing your head
- cupping your fist with your other hand
- pacing
- getting sarcastic
- losing your sense of humor
- acting in an abusive or abrasive manner
- craving a drink, a smoke or other substances that relax you
- raising your voice
- beginning to yell, scream, or cry

The Line. 'Six top tips when you're about to explode'. Retrieved from:
<http://www.theline.org.au/six-top-tips-when-you-are-about-to-explode>

'Six Top Tips when you're about to explode'

Furious? Losing it? About to do something you regret? Take a breath, and think about these tips...

1. Go slo-mo

You're on icy roads doing 200km/hour. There's a winged grizzly bear with a chain-saw swooping down on you. Rapid heart-rate, adrenaline surge, your mind races to take the best immediate action. All good in high-pressure emergency situations - but not the mode you want to be in when you're dealing with friends or relationships.

It's also the worst state to be in when you're in an argument or something hard to deal with, which happens to be right when you want to let off steam. Before you blow up or hit send on that message, cool off, give it some time ...then check rear-vision mirror for winged grizzly.

2. Step out of it

The human body has excellent 'bio-indicators' or early-warning systems that are ultra-sensitive to, well, being a dickhead.

Indicators include feeling hot, getting the sweats, tightness in the neck, involuntary clenching of fists, uneasiness in your stomach or your mind racing - all ways your system tries to steer you away from making a mistake.

Be aware of your personal bio-indicators, then take a step out of the situation that's causing them to red-line and stay out until all systems are back in the green. Congratulations, you've just avoided being an idiot!

3. Bounce it off a mate

Tunnel vision = bad. Perspective = good. All right, it's not Confucius, but it works. When you get feelings or thoughts stuck in your head, and you're not getting anywhere with them, unload onto a mate.

Just saying it out loud can give you clarity, and running it by people you trust gives perspective, especially when it's not what you were originally thinking.

The annoying thing about this tip is that you kind of have to listen to what other people are telling you.

4. Emotions don't hurt people, actions hurt people ...man.

It's ok to be angry or upset (emotions). It's not ok to be violent (actions). It's how you react to strong emotions that will be the difference between you ending up a class act or a douche.

5. Everybody say 'I'! ...not 'You'!

Handy little trick: When you tell someone, "You are a..." they usually get defensive, and their first reaction is "Am not!"

But say, "I hate it when blablabla..." and nobody can really argue with that.

Only you get to say what you feel. It's an old sales trick, but it works because it makes people more likely to hear what you have to say.

So, next time you're about to tell someone they're annoying, rethink your words and make it about you. For example, "I don't like it when we're late - I want us to try to be on time for things".

6. Choose your battles

The point of an argument is to find the best possible outcome, not to 'win' for the sake of it. Next time you find yourself arguing, double-check you're doing it for the right reasons, and remember...

Good communication involves:

- negotiating and cooperating (everyone wins), not manipulating and competing (someone has to lose)

- listening to the other person (not cutting them off, talking over them or putting them down)

- staying calm (not yelling to shut people down or intimidate them)

- working through stuff (not giving up because it's a difficult topic)

- See more at: <http://www.theline.org.au/six-top-tips-when-you-are-about-to-explode#sthash.Na3LZB1K.dpuf>



Scene 6

*The scene opens with Maya on stage
Angela enters*

Angela: Maya

Maya: Oh Hey Ange

Angela: Hey I heard you and Kieran broke up, that's rough

Maya: Yeah, whatever it's no big deal

Angela: He... he said you went through his phone Maya... that's not cool

Maya: What?

Angela: He said you accused him of cheating on you

Maya: It's not an accusation if it's true

Angela: But he wasn't

Maya: You didn't read the messages

Angela: Yeah and neither should you have

Maya: What?!

Angela: You can't go through your boyfriends phone babe, that's just not okay

Maya: You wouldn't be saying that if he was your boyfriend

Angela: I wouldn't date I guy I couldn't trust, and I wouldn't go through my boyfriends phone either. He's really upset Maya- you went through his phone, you accused him of something he didn't do... what is wrong with you?

Maya: He can talk about his feelings to his new girlfriend then can't he!

Angela: Maya stop! He didn't do it! You are acting crazy, what is the matter with you?

Maya: NOTHING, nothing is the matter with me

Angela: You are so angry at the moment, I can't talk to you about anything. I text you the other night about the fight I had with my sister and you just never responded, that really upset me

Maya: I'm sorry I never responded, I'm sorry I'm such a selfish person

Angela: That's not what I meant Maya

Maya: Look, I'm sorry I'm not the perfect friend, or the perfect girlfriend, or the perfect daughter, but that's life right. Not everything is going to go the way you want it too Ange, there's a little life tip for you!

Angela: Maya

Maya: Not everyone has the perfect life like you! I'm sorry my life isn't as perfect as yours

*Maya storms off leaving Angela shocked.
Angela exits the stage*

[Property of Bamboo Theatre]

Play three '21st Century Bystander'

Amelie and Lucy are best friends, but when Amelie kisses Tom, Caitlyn's ex-boyfriend, at a party all hell breaks loose in the group. Angry and determined to get revenge, Caitlyn creates a fake account online pretending to be Tom. What starts as a joke quickly spirals out of control when the fake Tom asks Amelie for inappropriate photos and then threatens to put them on a dodgy website. What hurts Amelie the most is when it is revealed that everyone was in on the joke and no one stood up for her and stopped it.

Health and Physical education Curriculum content descriptions:

Communicating and interacting for health and wellbeing;	
ACPPS093	Investigate how empathy and ethical decision making contribute to respectful relationships
	<ul style="list-style-type: none"> Comparing own decisions with those of others and acknowledging others' right to act differently and to change their mind.
	<ul style="list-style-type: none"> Demonstrating and advocating appropriate bystander behavior when participating in online interactions.
	<ul style="list-style-type: none"> Practising skills to deal with challenging situations such as communicating choices, expressing opinions and initiating contingency plans
ACPPS094	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
	<ul style="list-style-type: none"> Proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment.
	<ul style="list-style-type: none"> Analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognizing the emotions involved.

Cross-curricular opportunities

History

ACHHS172- Identify and analyse the perspectives of people from the past

English

ACELY1746- create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguements

Resources

Lawstuff: Know your rights. Sexting: New voices new laws. Retrived from:
www.lawstuff.org.au/nsw_law/topics/Sexting

Post-show activities

At the end of this play, using a version of Augusto Boal's Forum Theatre, the audience were asked at what point the bystander (themselves and the character of Lucy) could have stopped the situation and created a positive outcome. These are the possible points the audience could have chosen;

- Lucy could stand up to Caitlyn when she confronts her about the photos
 - Offer her an ultimatum 'stop or I will tell someone'
 - Put Caitlyn into Amelie's shoes 'Imagine if that was you'
 - Tell Caitlyn the legal ramifications of sexting
- Lucy could tell Amelie about the fake Tom account when Amelie asks her about whether or not to send Tom the photos
- Lucy could tell an adult about the account (Teacher, parent or Police)

Topics for discussion;

- Which option did they chose in the show?
- Do they think it gave a more positive outcome than the first version of the play? Why?
- Do they think any of the above options would have been better? Why?
- What do they think prevents Lucy from being an active bystander in the first version? What is she worried about?
- The Bystander effect- Scientific studies show that the more bystanders there are, the less likely it is that someone will stand up for the victim. Discuss.

DRAMA- Improvisation

Get the students in to groups of two to chose one of the forum theatre options above that was not chosen on the day. Get them to nominate what fears Lucy would have about this choice and then get them to improvise the scene.

Q's

- How did this option change the final outcome of the story?
- What was hard about this option?
- What would prevent Lucy from taking this option?
- Did it lead to resolution or further arguments and segregation?

VISUAL ART- Create a poster

Using information remembered from the show, create a poster of the legal ramifications of sexting in NSW. Use the article 'New voices, new laws' (provided on page 19-22 of this document) to aid in their application of the laws ([www.lawstuff.org.au/nsw law/topics/Sexting](http://www.lawstuff.org.au/nsw-law/topics/Sexting))

HISTORY- Research

Research the term 'Bystander Effect' (** warning this story does revolve around the murder of a young woman). Write an article about how the bystander effect can be seen online on sites such as Instagram

ENGLISH- Writing

Get the students to think about a time that they feel they were the bystander. Get them to write the following activities;

- Write a journal entry about what actually happened
- Write a letter to the victim explaining their choice, what prevented them from speaking up and how they felt after the event
- Write a letter to themselves forgiving themselves for the choice they made

NOTE: If students cannot think of a time where they themselves were a bystander, they can use Lucy from the actual story and write it from her perspective.

Lawstuff: Know your rights. Sexting: New voices new laws. Retrieved from:
www.lawstuff.org.au/nsw-law/topics/Sexting

New Voices / New Laws

In partnership with Children's Legal Services of Legal Aid NSW, we launched a project to give young people meaningful information about the laws that can apply to sexting and cyber bullying and to survey their opinions on the fairness of these laws. To see what young people had to say, see our [report](#) and our [prezi](#).

To learn more about what the law says, see our prezis:

- [Putting the 'ex' in sexy text](#)
- [Putting the 'post' in imposter](#)

What you need to know:

Sexting can be a [crime](#).

The [penalties](#) can include jail sentences and sex offender registration.

If your pic has been shared - or if you're nervous that it might be - there are [things you can do](#) to stop these pictures being sent around.

What is sexting?

Sexting is using the internet or your phone to share nude/sexy pictures.

Is sexting a crime?

Sexting is a crime when it involves [people under 18](#). It's also a crime when it involves [harassing people of any age](#).

Why 18?

In NSW, the law says [you can consent to both sex and sexting at age 16](#). But NSW state law is not the only law that applies. When you use the internet or a mobile phone, the national law of Australia also applies, even though you are in NSW. This national law bans sexting for anyone under 18.

When sexting involves someone under 18...

When sexting involves someone under 18, it can be 'child pornography' or an 'indecent act'.

What is child pornography?

Child pornography is a picture of a young person who is:

- showing their private parts (genitals, anus or breasts);
- posing in a sexual way;
- doing a sexual act; or
- in the presence of someone who is doing a sexual act or pose.

Child pornography can include real pictures, photo-shopped pictures, videos and cartoons. But a picture is only child pornography if it is offensive to the average person. That's why a picture of a naked baby in a bath generally isn't child pornography, but a picture of a naked teenager in a bed could be in some circumstances.

What is illegal about it?

Child pornography pictures are illegal if they are:

- asked for;
- taken;

- received and kept; or
- sent, posted or passed around.

These actions are crimes even if the picture is only of you, your boyfriend/girlfriend or someone else who says it's ok. Remember, the national law says a person under 18 can't agree to sexting.

It can also be a crime to share a nude/sexy picture of someone who looks like they are under 18, even if they are actually over 18 when the picture was taken.

Even if a picture is not child pornography, asking for or sending a nude/sexy photo can be an indecent act and this is a crime. An indecent act is usually a sexual act that the average person finds offensive.

What are the penalties?

The maximum penalties for child pornography can be up to 15 years in jail and being placed on the [sex offender register](#). The maximum penalty for an act of indecency is 2 years in jail if the person in the picture is under 16. If the person is over 16, the maximum penalty is 18 months in jail.

These penalties are high because the laws were meant to stop adults from sexually abusing children. When the laws were passed, nobody realised that they might also be used against young people who took pictures of themselves or other people of their own age.

In some sexting cases, instead of using child pornography laws, the police might decide to:

- charge you with a less serious crime (like posting an indecent picture, which has a maximum penalty of 12 months in jail);
- send you to youth justice conferencing;
- give you a warning or caution; or
- let your parents or school decide your punishment.

When sexting involves harassment and threats, it's much more likely that police will press serious charges that could lead to sex offender registration.

If the person is under 18 when they commit the child pornography crime, the police must get the Attorney General's permission before they can make child pornography charges under the national law. The police do not need to get this permission before making charges under the NSW law.

What is the child sex offender register?

You may be placed on the sex offender register if you are found guilty of a child pornography or indecency crime. People on this register have to give their contact details to the police and inform them of any changes (like moving houses or switching jobs). They are not allowed to work or volunteer in places involving children. For example, they are not allowed to coach junior sports teams or become a surf lifesaver.

If you are under 18, you can't be placed on the register for committing just one child pornography or indecency crime. But when sexted pictures show more than one person or are sent on multiple days, this can be more than one crime. This means if you are under 18 but are involved in sexting with more than one person or on more than one day, you could still be placed on the register.

What should you do?

If you receive nude/sexy pictures or videos on the internet or on your mobile, you can avoid getting into trouble by:

- deleting the pictures/videos immediately and

- Letting the sender know that you don't want to receive any more of these pictures/videos.

You should NEVER forward these images onto other people because this is a crime.

When sexting involves harassment...

Sexting can also be a form of harassment. For example, someone might keep bothering you with requests for a naked picture. Or they might send you a naked picture that you don't want. Or they might threaten to send a naked picture of you to other people without your permission.

Sexting that involves harassment can be an indecent act or stalking, even if everyone is over 18. It can also be considered a menacing, harassing or offensive use of the internet or a mobile phone.

What is menacing, harassing or offensive use of the internet or a mobile?

It is a crime to use your mobile phone or the internet in an offensive way or to harass somebody. Something could be offensive or harassing if it makes a person feel disgusted, humiliated or threatened. When sexting is used to threaten or bother someone, it is against the law. The maximum penalty is 3 years in jail.

What if you didn't know or agree to your picture or video being taken in the first place?

It is a crime for someone to take a picture or video of your private parts or private actions if you didn't know or didn't agree.

Private parts include a person's genitals or anus, even when they are covered by underwear.

Private actions include:

- Undressing;
- Using the toilet;
- Taking a shower or a bath; or
- Having sex or doing a sexual act.

The maximum penalty is 5 years in jail if the person being filmed is under 16. If the person being filmed is over 16, the maximum penalty is 2 years in jail or a fine. Remember, it is still a crime if the person being filmed is over 18.

Other laws that can apply to sexting...

When sexting involves a person who is under 16 and a person who is over 18, the person who is over 18 could be committing some other very serious crimes.

When sexting is unwanted and happens at work or school, it could also be a form of [sexual harassment](#).

What can I do to stop people sending images of me around the internet or through mobiles?

There are a number of things you can do to stop these pictures being sent around:

- If a picture is on a social networking site like Facebook, you may be able to report the picture and have it taken off the site.

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- You can report something on Facebook [here](#).
- For images of children under 13, parents can fill out a [form](#) to have that photo removed.

- Set privacy settings to allow you to review photo tags before they appear on your profile and your friends' newsfeeds.
- You can also make a report to your mobile phone company if you are receiving unwanted pictures or requests for pictures. Call your mobile phone company or go to their website for details.
- Apply for a protection order to stop a person from contacting you or sending out images to harass you.
- Send us a [Lawmail](#). We can tell you what your options are, help you make a complaint, or write a letter to the person who is threatening to share your picture.
- Tell someone you trust – a parent, friend, school counsellor or teacher.
- You may also wish to speak to someone from the [Kids Helpline](#) on 1800 55 1800.
- **Be aware** that your teacher may feel that they have to report the incident to the police.
- Contact the police if the images are being spread without your consent, or if you feel unsafe or threatened.
- **Be aware** that you may be charged if you took and sent the picture. But the police have discretion not to charge victims of unwanted sexting.

What should I do if I have a picture or text I am unsure about?

It's important to protect yourself by deleting any pictures you are uncomfortable with straight away. **NEVER forward these images on to anyone else.** If you're worried you may have committed a crime, you can send us a [Lawmail](#) or call or call the [Youth Hotline](#) on 1800 10 18 10.

If you decide to do any of these things, you should also have a look at our [fact sheet on self-incrimination](#).

This information was last updated 26 June 2015.

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