

LESSON DELIVERY HANDBOOK

“Intimacy Online”



Handbook for teachers, school counsellors, and other education professionals

Slovenian Association of Friends of Youth
Child helpline TOM

*Slovenian Association
of Friends of Youth®*



Lesson delivery handbook: "Intimacy Online"

Handbook for teachers, school counsellors, and other education professionals

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Lesson duration: 90 min

Teaching resources:

- *Teaching materials:* Slides
- *Teaching aids:* Projector, whiteboard, whiteboard markers, blank sheets of paper, three A3 sheets

Learning objectives:

General objective: The pupil develops a responsible approach to intimacy online.

Specific learning objectives:

- The pupil can list the characteristics of a positive online relationship.
- The pupil can identify potential risks associated with sexting.
- The pupil can distinguish between consent to send, receive, store and further share intimate content.
- The pupil understands the responsibility of a person who stores, shows or shares intimate content with others without permission.
- The pupil can list some ways in which bystanders can help stop the further dissemination of intimate content.
- The pupil can list ways of reducing the risks associated with sexting.
- The pupil can identify sources of support that they can turn to themselves or recommend to a peer when someone feels uncomfortable or afraid in an intimate online relationship, or when something has already happened.

General recommendations for delivering the lesson:

- Aim to create a dialogue with pupils rather than delivering the lesson as a lecture¹.
- Conduct the discussion without moralising. This creates a space where students can more easily express their opinions, questions, and dilemmas and actively engage in the discussion.
- Adapt explanations to the pupils' developmental stage.
- Do not place responsibility for a breach of trust on the person who created or sent the intimate content. Make a clear distinction between consenting to send content to one person and consenting to its storage or further sharing. Encourage discussion about how bystanders can help stop images or videos from being circulated, prevent shaming in group chats and support a peer who is experiencing distress.
- Ensure that the discussion does not reinforce gender stereotypes or shame the people in the story. If derogatory labels or disrespectful comments arise, challenge them and redirect the discussion towards the specific actions and decisions of the people in the story.
- The topic may be sensitive for some pupils because of their own experiences or those of someone close to them. It is advisable to make pupils aware of this before introducing the topic. Tell them in advance, whom they can approach if the topic causes them distress or if they would like to talk to someone after the lesson. If necessary, allow them to step away briefly from an individual activity.

The lesson consists of three parts:

Introductory activity:

- What makes an online relationship feel comfortable and safe

Main part:

- Intimacy online
- Pressure and loss of control over content once it has been sent
- The importance of consent when exchanging intimate photographs
- Sharing intimate photographs without permission

¹Although we take a clear position on the risks associated with sexting and the importance of consent, we do not present pupils with conclusions in advance. The primary purpose of the lesson is to encourage reflection and discussion, enabling pupils to arrive at the key insights as independently as possible.

- Sexting with reduced risk
- Sources of support

Final quiz

Before starting the lesson, you may invite the students to suggest their own ground rules for the session.

Supplement them yourself if necessary:

- We respect one another and do not make fun of other people's questions or answers.
- When someone else is speaking, we listen. If we want to say something, we raise our hand.
- We do not share our own or other people's personal stories using names. If we particularly want to share an experience, we can describe it in the third person (e.g. this happened to someone I know).
- If anyone feels uncomfortable about the topic being discussed, they can speak to the person delivering the lesson or the school counselling service after the lesson (it is advisable to make sure that pupils know where the school counselling service is located).

Introductory activity: What makes an online relationship feel comfortable and safe?

<i>Activities – teacher</i>	<i>Activities – pupils</i>	<i>Teaching resources</i>	<i>Activity duration</i>
Divide the pupils into pairs and instruct each pair to prepare one pen. Give each pair a sheet of paper.	The pupils form pairs and get a pen ready.	Sheet of paper and pen	2 min
The teacher gives the following instruction: <i>“Discuss with your partner what is important for an online relationship to feel comfortable and safe. Write your findings on the sheet of paper. You have 2 minutes.”</i> Prompts: - Think about the kind of online relationships you feel good in. - How do you know someone is a good online friend? - What can most easily spoil an online relationship? While the students work in pairs, write on the board: <i>When is an online relationship positive?</i> This heading should remain visible throughout the entire lesson Ask: <i>“What have you written down?”</i> As the pupils share their ideas, the teacher writes them on the board around the heading. Similar answers can be linked or grouped together. If an answer arises that is inconsistent with a safe and respectful online relationship, the teacher briefly discusses it with the pupils. If necessary, add and explain the following points: - they both want to be in the relationship; - they can say what they are and are not comfortable with; - they can be themselves; - they respect each other's boundaries and can say “no”; - they trust each other; - they respect each other's privacy and do not share anything with others without permission; - they are honest with each other;	The pupils work in pairs and write down their ideas. A few pairs share what they have written, while the others listen.	Sheet of paper and pen Whiteboard and marker	7 min

- they do not insult each other; - the relationship is not based on lies or concealment and they do not mislead each other; - they respond to each other and do not ghost² one another. Once the points have been written down on the board, say: <i>“There are certainly other things we could add that are important for a positive online relationship, but this will be enough for now.”</i> Show the first slide (do not project the slides before this point) and say: <i>“Today we are going to talk about closeness and relationships online, and about what can happen when people send each other more intimate content. We will follow Aleks and Tara’s story and use it to come back to the points we have written on the board.”</i> If you do not know the pupils in the class, or if anyone in the class is called Aleks, Tara, Maks or Vito, say: <i>“The names in this story are fictional and were chosen at random. If anyone in the class, or anyone you know, is called Aleks, Tara, Maks or Vito, this is purely coincidental.”</i>	The pupils listen.	Slides (first slide) and projector	
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Main part

	Activities – teacher	Activities – pupils	Teaching resources	Activity duration
Intimacy online	Read the first part of the story about Aleks and Tara (Appendix 1). Say: <i>“With the same partner as before, think about what there is in Aleks and Tara’s messages that suggests they currently feel comfortable in their relationship. You can use the points on the board to help you. Write your ideas on the same sheet of paper as before.”</i> Invite two or three pairs to share one of their observations. If possible, choose pairs that did not report back during the introductory activity. Ask: <i>“What is there in this part of the story that suggests that Aleks and Tara are becoming increasingly attracted to each other and are growing closer?”</i> After the discussion, summarise: <i>“People can become close online too, develop feelings for each other and begin to trust one another.”</i>	The pupils listen to the story. They work in pairs. A few pairs share what they have written. They take part in the group discussion. They listen.	Slides and projector Sheet of paper and pen	7 min

²Ghosting is the sudden, unilateral ending of all contact and communication with another person without explanation or warning

<i>Pressure and loss of control over content once it has been sent</i>	Read the second part of the story, or invite one of the pupils to read it (Appendix 2). Direct the pupils' attention back to the characteristics of a positive relationship written on the board and say: <i>"What has changed in this part of the story? Which of the characteristics of a positive relationship that we wrote down earlier are no longer so clearly present?"</i> Encourage the pupils to explain their answers. After the discussion ask: <i>"What did Tara consent to when she sent Aleks the photograph?"</i> Then ask: <i>"What did she not consent to?"</i> Continue: <i>"What does the fact that Aleks took a screenshot tell us about how much control we have over a photograph once we have sent it?"</i> After the discussion, summarise: <i>"Once we send an (intimate) photograph or video, we can no longer guarantee that the other person will not save it or share it with others. However, that does not mean they have the right to do so. Consent to sending does not mean consent to saving or further sharing. If someone saves, shows or shares the content without permission, they are responsible for their actions."</i> Allow time for any questions.	They listen to the story. They take part in the group discussion. The pupils listen. They ask any further questions they may have.	Slides and projector	8 min
<i>The importance of consent when exchanging intimate photographs</i>	Read the third part of the story, or invite one of the pupils to read it (Appendix 3). Give the following instructions, indicating the relevant parts of the classroom: <i>"Imagine there is an invisible line running across the classroom. At one end is completely agree or yes, and at the other is completely disagree or no. Your task is to position yourselves along the line according to how strongly you agree or disagree with the statement I am going to read out. You can also stand anywhere in between."</i> Check that everyone understands the instructions. Then read out the following statements. After each one, invite several pupils to explain why they have chosen their position on the line. If	They listen to the story. They listen to the instructions. They position themselves	Slides and projector	7 min

	the pupils are spread across different parts of the line, try to elicit different perspectives and respond without judgement, exploring their views with them: - <i>Receiving an intimate photograph that you did not want to receive is a violation of your boundaries.</i> - <i>If someone sends you an intimate photograph, it goes without saying that they want to receive a similar photograph in return.</i> - <i>If two people have exchanged intimate photographs before, there is no need to check again before sending another one whether the other person wants to receive it.</i> Invite the pupils to return to their seats and ask: <i>“What could Aleks have done differently? What should he have checked first?”</i> Summarise: <i>“The fact that Tara sent Aleks a photograph of herself does not mean that she wanted to receive one from him. Aleks should have asked her first whether she wanted to receive that kind of photograph. Even if someone wanted to receive an intimate photograph from us in the past, that does not mean they will want to receive one in the future.”</i> Allow time for further questions. If necessary, explain: <i>“Sending sexual content to someone who does not want to receive it or has not consented to receiving it is a form of sexual harassment.”</i>	along the line according to their views. They explain why they have chosen a particular position and listen to the others. They repeat the exercise for each statement. They answer. They listen and ask any questions they may have.		
<i>Sharing intimate photographs without permission</i>	Read the fourth part of the story, or invite one of the pupils to read it (Appendix 4). Divide the class into four or eight groups, depending on the size and dynamics of the class. Assign each group one role from the story: ALEKS / VITO / MAKS / RECIPIENTS IN THE CLASS CHAT. In a larger class, more than one group can be assigned the same role. Give the following instructions: <i>“In your group, discuss the following questions from the perspective of the role you have been assigned:</i> - <i>What did your person (or group) do?</i> - <i>What consequences could their behaviour have?</i> - <i>What could they have done to act more responsibly or help stop Tara’s</i>	They listen to the story. They are divided into groups. They discuss their assigned role in their group	Slides and projector Sheet of paper and pen	15 min

	<i>photograph from spreading?</i> <i>Write down your conclusions and decide who will present them to the class. You have eight minutes."</i> Invite the groups to report back. If necessary, add the following: ALEKS: - <i>What he did:</i> He saved the photograph on his device and shared it with other people, even though Tara had sent it only to him and had not given him permission to save it or share it with anyone else. - <i>Consequences:</i> By saving the photograph and forwarding it without Tara's permission, Aleks abused her trust and initiated its circulation, which could have serious emotional and social consequences for Tara. He is directly responsible for his actions: sharing an intimate image without consent is a criminal offence³. - <i>What would have been more responsible:</i> He should not have saved the photograph on his device or forwarded it. - <i>What he can do now:</i> He should stop sharing the photograph, help have it removed and ask the people he sent it to to delete it from their devices and not share it any further. If an apology would mean something to Tara, Aleks can apologise to her. An apology can help repair a relationship when it is genuine and not forced. It is important that he takes responsibility for his actions rather than shifting the blame onto Tara. VITO: - <i>What he did:</i> Vito received Tara's photograph from Aleks, saved it and sent it to the class chat without Tara's permission. - <i>Consequences:</i> He continued the circulation of the photo. Every further sharing of the photograph may increase Tara's distress. The fact that Vito received the photograph from Aleks does not lessen his responsibility for sharing it further, and	They present their group's conclusions and listen to the other groups.		
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³More information on the criminal-law aspects of sexting is available at <https://www.spletno-oko.si/seksting/pravna-podlaga> and on pages 43–44 of the handbook [Spletno nasilje: prepoznavanje, obvladovanje in ukrepanje](#).

	his actions may also have legal consequences. - <i>What would have been more responsible:</i> He should not have forwarded the photo. - <i>What he can do now:</i> He should stop sharing the photograph and delete it from his device. He can ask the people in the class chat not to save or forward it and, once evidence has been preserved, help have the content removed from the places where he shared it. He can apologise to Tara if an apology would mean something to her. MAKS: - <i>What he did:</i> Maks saw the photograph but did not save or forward it. He thought it was strange that Aleks had shared it, but he did not say anything. - <i>Consequences:</i> Maks did not directly contribute to the circulation of the photograph, so his responsibility is not the same as Aleks's or Vito's. As a bystander, however, he had an opportunity to respond and help stop it from spreading. - <i>What he could have done:</i> He could have clearly told Aleks that sharing the photograph without permission was not acceptable and asked him to delete it from his device and not forward it. If the photograph nevertheless began to circulate, he could have asked others not to save or share it. If necessary, he could have involved an adult who could help. RECIPIENTS IN THE CLASS CHAT: - <i>What they did:</i> They received the photograph without asking for it or consenting to seeing it. They were therefore themselves exposed to intimate content that they may not have wanted to see. - <i>Consequences:</i> They are not responsible for having received the photograph. However, how they respond can have a significant impact on whether it continues to spread or whether its circulation stops. If they save or forward the photograph, make humiliating comments or encourage			
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	others to do so, they increase the harm caused. If they do not share it and respond supportively, they can help stop it from spreading and support Tara. It is also important to recognise that unwanted exposure to intimate content may itself be uncomfortable or distressing for them. - <i>What they can do:</i> See below. For the <i>recipients in the class chat</i>, you can ask: <i>“Imagine that a photograph like this appears in your class chat. What can the people who receive it do to help the person in the photograph and prevent it from spreading any further?”</i> Write the pupils’ answers on the board. Aim to arrive at the following: • do not save or forward the photograph; • ask others not to save or share it; • point out that sharing an intimate photograph without permission is a criminal offence; • do not mock the person or make humiliating comments; • show support for the person; • involve an adult who can help.	They take part in the group discussion.	Whiteboard and markers	
BREAK				
Lower-risk sexting	Give the following instructions: <i>“So far, we have seen that sexting involves a number of different risks and that, once we have sent a photograph, we no longer have complete control over it. We are now going to look at what someone can do to reduce those risks.</i> <i>Aleks and Tara have already exchanged intimate photographs in our story. I would like you to think about what they could have done differently.”</i> <i>You can see three questions on the screen:</i> 1. What should Aleks and Tara discuss and agree on before sending each other an intimate photograph? 2. How can they reduce the possibility of the person in the photograph being identified? 3. What can they do on their phones or in the app to reduce the possibility of the photograph being seen by someone it was not intended for?	They listen to the instructions.	Slides and projector	15 min

	<i>We will use one part of the classroom for each question. (Point to the relevant areas of the classroom.) You will divide into three groups, and each group will start with one question to discuss. One person in each group should write down your ideas on the sheet provided at that station. You have two minutes for your discussion. When I give the signal, your group will move to the next station and the next question, while the sheet will remain where it is. At the new station, discuss the question for that part of the classroom and add your ideas to those already written down. In this way, you will visit all three stations.”</i> Place three sheets of A3 paper around the classroom and check that the pupils understand the instructions. Invite the pupils to return to their seats and review what they have written together. Encourage them to explain the reasoning behind their suggestions. If necessary, add: Question 1: both people want to do it and neither is under pressure; they verify the identity of the other person and the intended recipient; they agree on whether the photograph may be saved or shared and when it should subsequently be deleted. Question 2: the photograph does not show the person’s face, tattoos, distinctive marks, jewellery or an identifiable background; where possible, the photograph is less explicit. Question 3: they check the app’s privacy settings, whether it uses encrypted communication, whether it allows messages to be deleted automatically and whether content is saved to the photo gallery, cloud storage or connected devices; they check whether message previews can be hidden on the lock screen; they protect the content with a password and, when deleting it, also check the recycle bin, archives and backups.		Three sheets of A3 paper and pens	
		They move between the stations, read the suggestions already written down and add their own ideas. They listen and answer the teacher’s questions, explaining what they have written.		

	Conclude: <i>“It is impossible to eliminate all the risks associated with sexting, so the safest option is not to sext. If someone nevertheless decides to send an intimate photograph, they can reduce the risks by thinking carefully and discussing all the things we have just mentioned. However, I want to emphasise that regardless of what kind of intimate photograph someone sends – whether or not they can be identified in it – this does not give anyone the right to save or share it without permission.”</i> Allow time for questions.	They listen and ask any further questions they may have.		
Sources of support	Show the slide with the steps in a random order and say: <i>“Tara’s photograph has now ended up in the class chat. The slide shows some steps that Tara can take. How would you put them in order? What should she do first and what should she do next?”</i> Write the sequence suggested by the pupils on the board, using key words. After they have responded, show the slide with the recommended sequence and briefly clarify any points of uncertainty. Recommended sequence: 1. Save as much evidence as possible of what has happened. 2. Tell a trusted adult as soon as possible. If there is no trusted adult she can turn to, she can contact the school counselling service or the child helpline TOM on 116 111. 3. Report the incident to the police.⁴ 4. Look for ways to limit any further sharing of the photograph and have it removed. Say: <i>“In a real-life situation, there is not always one perfect order in which to do these things. The most important thing is that the person does not deal with the situation alone and that as much evidence as possible is preserved before any attempt is made to remove the photograph.”</i> Continue: <i>“I’m now going to show you some options that can be used to try to stop or limit the photograph from spreading:</i> - <i>ZAVOD PIP: If an unlawful intimate</i>	The pupils suggest an order for the steps and briefly explain their choices. They check their solution. They listen and ask any further questions they may have.	Slides and projector Whiteboard and markers	10 min

⁴Encourage them to take this step and the following step together with a trusted adult.

	photograph is being shared on a particular online platform, it can be reported to Zavod PIP. As a trusted flagger, Zavod PIP can submit the report to the platform, which is required to give it priority. If the content is found to be unlawful, this can also enable the platform to remove it more quickly. - TAKE IT DOWN⁵: If the photograph or video was taken when the person was under the age of 18, they can use Take It Down. The photograph does not need to be sent or uploaded anywhere. A digital fingerprint of the image is created on the user's device and shared with participating platforms. Using this hash value, the platforms can detect the image on their servers and prevent it from being uploaded, or remove it if it has already been uploaded. If the photograph was taken when the person was an adult, the StopNCII.org is also available. - The Spletno oko (info@spletno-oko.si) can also be contacted for assistance in having an intimate image removed from the internet.			
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Conclusion: Quiz

Activities – teacher	Activities – pupils	Teaching resources	Activity duration
Explain that the final activity will check what the pupils have learnt. Instruct them to stand up if the statement shown on the slide is correct and to remain seated if it is not. At the end of the quiz, ask them what they found useful or particularly good about the lesson. Finally, ask the pupils whether they have any further questions or would like anything to be explained in more detail. Explain that you will also	The pupils take part in the quiz.	Slides and projector	5 min

⁵More information about the *Take It Down* tool is available here: <https://www.spletno-oko.si/novice/take-it-down-preprecuje-sirjenje-intimnih-posnetkov-mladostnikov>.

be available at the end of the lesson if anyone would like to ask a question in private.

Make sure that the final slide showing the child helpline contact details remains visible until all the pupils have left the classroom.

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Appendices

APPENDIX 1

Aleks and Tara are classmates and have been friends on Snapchat⁶ for some time. At first, they mainly send each other photographs from trips and school-related content. Over time, however, they begin exchanging *Snaps*⁷ almost every day and start talking about more personal matters.

Tara notices that she is checking more and more often to see whether Aleks has sent her anything, while Aleks frequently looks for reasons to start a conversation. One evening, they tell each other that they like one another. Their messages become increasingly flirtatious. They started sending more *selfies*⁸, exchanging compliments, and sharing increasingly personal details. They value the growing sense of closeness between them.

APPENDIX 2

One evening, their conversation stretches late into the night. At one point, Aleks asks Tara if she would send him a *nude*⁹. Tara does not respond immediately. She likes Aleks and trusts him, but she is not sure whether she wants to send him a naked photograph of herself. Aleks writes to her that photos sent via Snapchat disappear anyway and promises that no one else will see it. Tara still hesitates, but she does not want Aleks to think that she doesn't trust him or like him enough. Eventually, she decides to send him the photograph.

Shortly afterwards, she receives a notification that Aleks has taken a screenshot. When she asks him why he saved it, he assures her that he will not show it to anyone.

APPENDIX 3

Shortly after, Aleks sends Tara an intimate photograph of himself. This catches her completely off guard. Seeing the photo makes her feel uneasy and confused; although she has sent Aleks a photo of herself, it does not occur to her that he might send one back.

APPENDIX 4

Without Tara's consent, Aleks sends her photograph to a small group chat containing Maks and Vito. He wants to show off in front of them. While Maks thinks it is strange that Aleks shared the photo, he does not say anything. Vito, however, saves the photo to his phone. Later, without either Aleks or Tara knowing, he forwards it to the entire class group chat.

⁶*Snapchat* is a popular app that allows users to share photographs and videos and chat with friends. One of its distinctive features is that images sent through the app disappear after a certain period of time (more information is available at <https://safe.si/nasveti/druzabna-omrezja/snapchat>).

⁷*Snap* is an informal term commonly used by children and adolescents to refer to a photograph or short video sent via Snapchat. The content is normally available only for a limited period unless the user saves it or takes a screenshot.

⁸*Selfie* is an informal term for a digital self-portrait, typically taken by the user with a smartphone held at arm's length.

⁹*Nudes* is a term commonly used by young people to refer to sexting or the exchange of intimate photographs; they also commonly use the term *dick pic*. Sexting includes creating, exchanging and sending photographs, videos and text messages containing sexual content.

Useful information and additional resources for those delivering the lesson:

General information on sexting

Sexting between adolescents of a similar age and developmental stage, where it is based on mutual consent, can represent a digital extension of flirting, sexual exploration and the development of intimate relationships [1, 2]. Alongside this developmentally expected exploration of sexuality, however, sexting can also occur in risky circumstances, where sending content is the result of peer pressure, coercion or blackmail (known as *sextortion*), or is used as a means of obtaining money or other material benefit (known as *transactional sexting*).

Regardless of the reason for sending the content, the online nature of this behaviour creates a risk of losing control over its subsequent dissemination. The non-consensual sharing of intimate images or videos can, among other things, expose an individual to (online) peer abuse and sextortion involving nude images or photographs, which can cause severe emotional distress and affect their relationships and reputation.

Prevalence of sexting

- A meta-analysis [3] found that 19.3% of adolescents had sent intimate images or videos, 34.8% had received them and approximately 14.5% had shared another person's intimate content without that person's consent.
- Girls are more likely than boys to be asked to send intimate photographs (29.3% compared with 15.2%) and are more likely to receive unwanted intimate content, placing them at greater risk of emotional distress. Boys, by contrast, are more likely to use sexting as a means of asserting their masculinity and enhancing their status among their peers [2].
- Among Slovenian pupils in the final three years of primary school, 1% of boys reported that their intimate images had been shared without permission (no girls reported such experiences), compared with 3% of girls and 2% of boys at secondary school. A total of 4.1% of boys and 1.6% of girls in primary school, and 5.2% of boys and 2.9% of girls in secondary school, reported having forwarded nude photographs of other people. Among primary-school pupils, 12% of girls and 7% of boys reported having received unwanted photographs of a sexual nature, compared with 17% of girls and 9% of boys at secondary school [4].

Tips for lower-risk sexting (often referred to in the literature as *safer sexting*)

If, despite the many risks, someone still wishes to send intimate photographs of themselves to another person, it is advisable to bear the following in mind:

- Make sure your identity cannot be established from the photograph. Do not include your face, or make sure it is obscured, and avoid showing birthmarks, freckles, tattoos, jewellery, etc. It is also advisable not to show your room, home or anything else in the background that could enable someone viewing the image to identify you.
- Consider a less explicit version of the photograph. A silhouette, part of the body or a photograph in underwear may serve a similar purpose but will generally cause less harm if it is shared without your consent.
- Do not sext while under the influence of psychoactive substances. Alcohol and other psychoactive substances can impair judgement, increase impulsivity and lead you to regret the content you sent the following day.
- Always double-check who you are sending a photograph or message to before sending it. Selecting the wrong recipient or group chat can result in an immediate loss of control over the content.

- Do not send intimate photographs to people whose identity you cannot reliably verify. Where contact takes place exclusively online, there is a greater risk of fake profiles, blackmail or the further dissemination of content.
- Agree on which app to use for sexting and check its privacy settings. Check whether it provides encrypted communication and automatic deletion of messages, whether content is saved to the phone, and whether you can disable message previews on the lock screen.
- Check automatic synchronisation and backups. Intimate photographs may be uploaded to the cloud, a shared photograph library or other connected devices without any specific warning.
- When a relationship or sexting comes to an end, it is advisable to agree that intimate content will be deleted. If you are deleting it yourself, also check the recycle bin, archives, backups and other connected devices.

If a pupil discloses a personal experience or distress during or after the lesson:

- Listen calmly, supportively and without judgement.
- Acknowledge the pupil's courage in speaking about the experience and thank them for trusting you.
- Make it clear that the pupil is not to blame and that responsibility lies with the person who abused their trust or shared the content without permission.
- Ask only about the key circumstances of the incident that are necessary to determine what action should be taken next.
- Avoid questions such as “*Why did you do that?*”, as these may evoke feelings of shame or guilt.
- Do not promise complete confidentiality. Instead, explain whom you will need to inform and why.
- Follow the school's applicable internal procedures and Slovenian child-protection procedures; if you are an external provider, involve the appropriate professional at the school.
- Make sure the pupil is not left to cope with their distress alone and knows how to access further support.

More information on **how professionals should respond to incidents and the procedure for removing images from devices and the internet** is available here: <https://www.spletno-okoli.si/seksting/nasveti-za-strokovne-delavce> and in the handbook [Spletno nasilje: prepoznavanje, obvladovanje in ukrepanje](#) (pp. 42–46).

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