

# Pressure & Unwanted Sexual Content

Essential question: What can I do when someone pressures me for sexual messages or images, or sends something I didn't ask for?

## Overview

Module 3 moves from recognizing risk to preventing and responding. This lesson is about pressure for sexual messages, images or videos, and about receiving content you didn't ask for. Its message: **the pressure is the warning sign, not your discomfort**. Students learn that they owe nothing, that "no" is enough, never to forward sexual content, to save details safely, and to get help. It draws on guidance from the eSafety Commissioner, Public Safety Canada, ProtectKidsOnline.ca, Thorn and NCMEC.

### Students will be able to

1. Recognize pressure, including when it sounds romantic, normal or flattering.
2. Explain that receiving something never creates a debt, and that no is enough.
3. Explain why they should never forward sexual content, and what evidence to save instead.
4. Know four steps (stop, save, report and block, tell someone) and where to get help.

### Key vocabulary

| Term             | Meaning                                                                                    |
|------------------|--------------------------------------------------------------------------------------------|
| Pressure         | Pushing someone past their answer: asking again, guilt, threats or "everyone does it."     |
| Consent          | A free yes, without pressure. Pressure is never consent.                                   |
| Unwanted content | Sexual messages, images or videos that someone did not ask for.                            |
| Evidence         | Messages, username, profile link, date and time, but never the explicit image.             |
| Report           | Using an app's tools, or a service like Take It Down, to flag harmful content or accounts. |
| Trusted adult    | A parent, relative, teacher or counselor who will help, not blame.                         |

### Materials

- Sticky notes, 2 per student
- Wall signs: Healthy response, Pressure, Get help now (wall-signs.pdf)
- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)

- Family tips to send home (family-tips.pdf)
- The lesson video, at the top of the lesson web page (about 1 minute 35 seconds)

## Before you teach: safeguarding

- **Prepare the support first.** Tell your school counselor or safeguarding lead that you are teaching this lesson, and have their name and room ready to share.
- **Keep it non-graphic.** Discuss pressure and responses only. Never show, describe or ask about sexual images.
- **Distancing.** Use the cards and “a young person” or the characters’ names. Students never share their own experiences in class.
- **No blame, ever.** Avoid “why did they send it?” or “they should have known.” The responsibility lies with the person who pressured, sent or shared.
- **Mind the legal point carefully.** Explain that copying or forwarding sexual images of under-18s can cause harm and legal problems, so students should never forward. Do not frame it as a threat to the young person who was targeted.
- **If a student discloses** during or after the lesson: listen calmly, thank them for telling you, do not promise secrecy, do not ask to see or copy any image, and follow your child protection policy the same day. Take It Down (takeitdown.ncmec.org) can help remove images of under-18s.

## Lesson procedure

| Step       | Time   | Activity                         |
|------------|--------|----------------------------------|
| 1. Warm up | 5 min  | What does pressure sound like?   |
| 2. Learn   | 10 min | The video, and the three zones   |
| 3. Discuss | 15 min | Scenario cards in groups         |
| 4. Create  | 12 min | Your no, your next move          |
| 5. Wrap up | 8 min  | Four steps, quiz and exit ticket |

### 1. Warm up: What does pressure sound like? (5 min)

1. Hand out two sticky notes per student.
2. *“On one note, write a way someone might pressure a friend to do something they don’t want to, about anything at all. On the other, write a short way to say no.”*
3. Group the notes. Point out that pressure often sounds friendly, and that the shortest no is usually the strongest.

### 2. Learn: Healthy response, pressure, or get help now? (10 min)

1. Play the lesson video. Ask: *“Which messages sounded caring, but were really pressure?”*
2. Walk through the three zones on page 1 of the student sheets.

3. Stress the five things: **You owe nothing. No is enough. Don't forward. Save details. Get help.**
4. Quick check: read each line below aloud and have students point to a sign.

| Situation                                                       | Zone             |
|-----------------------------------------------------------------|------------------|
| "If you trusted me, you would."                                 | Pressure         |
| Forwarding an unwanted image to a friend to ask what to do      | Get help now     |
| Saying "No." and then not replying                              | Healthy response |
| "I sent you one, now it's your turn."                           | Pressure         |
| A new contact pushes you to switch apps and turn on your camera | Get help now     |
| Saving the messages and username, then telling a trusted adult  | Healthy response |

### 3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one Healthy response card (2 or 8).
2. Groups decide the zone and answer the questions on their activity sheet.
3. Each group shares one card. Ask: **|** *"What is the safest next move, and who could help?"*

### 4. Create: Your no, your next move (12 min)

1. Remind students that a no doesn't need a speech: **|** *"No." "Not happening." "Stop asking." Or no reply at all.*
2. For one card, students write a short response and the next step they would take.
3. Students tick the statements on page 3 they feel sure about.

### 5. Wrap up (8 min)

1. Teach the four steps:

|                                                                   |                                                                      |                                                                            |                                                                    |
|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>1 Stop</b><br>Stop replying if they won't respect your answer. | <b>2 Save</b><br>Messages, username, date and time. Never the image. | <b>3 Report &amp; block</b><br>Use the app's tools once details are saved. | <b>4 Tell someone</b><br>A trusted adult can help you make a plan. |
|-------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------|

2. Students complete the quiz (4 min), then go through the answers.
3. Students fill in the exit ticket. Remind everyone where help is, and hand out the family tips.

## Teacher key: scenario cards

| Card                   | Zone             | Signs to notice                                                                                                       |
|------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------|
| 1. Just one            | Pressure         | Repeated asking and a “love test.” Turning trust into proof is pressure, not consent.                                 |
| 2. Telling someone     | Healthy response | She asked for help early and kept evidence safely.                                                                    |
| 3. Your turn           | Get help now     | Unwanted sexual content, followed by pressure to send something back. Receiving something never creates a debt.       |
| 4. “What should I do?” | Get help now     | Forwarding spreads the harm and, for under-18s, copying sexual images can create legal risk.                          |
| 5. Fast and private    | Get help now     | Fast sexual escalation, private channels and pressure are strong reasons to stop. The person may not be who they say. |
| 6. Everyone does it    | Pressure         | Trying to make a boundary feel strange. “Everyone does it” is pressure, and it isn’t true.                            |
| 7. We’re done then     | Pressure         | Punishing a no with a breakup threat is pressure.                                                                     |
| 8. Respecting a no     | Healthy response | One question, a clear no, and the no is respected without pushing or sulking.                                         |

The next lesson covers sextortion (“pay me or I share it”). If a student raises it now, reassure them: don’t pay, don’t send more, save the details and tell a trusted adult straight away.

## Where to get help

Write these on the board, with your school counselor’s name and room.

### 1564

National Lifeline for emotional support, open 24/7

### LARA

Email for support and guidance:  
laraa@laraa.org

### 112

Internal Security Forces, if someone is in danger or threatening you

**Take It Down** ([takeitdown.ncmec.org](https://takeitdown.ncmec.org)): Free help to remove private images taken before you turned 18. The image never leaves your device.