

# nudes

## LESSON MATERIAL *Nudes*

Duration: 45 - 75 minutes

This is the lesson covering the contents of the short movie *Nudes*. This movie is about social context in which a nude picture or video circulates at school. It could be valuable to use this movie as prevention education and as a way to start a dialogue about sexual inappropriate behaviour during lessons. Moreover, *Nudes* can also be used to deal with certain situations, for example, sexting in a classroom.

*Nudes*:

- provides insight on adolescents' dynamics;
- encourages adolescents to critically think about the choices they could make when they receive an inappropriate message;
- leads to conversations about sexual inappropriate behaviour

### HOW TO GET THE MOST OUT OF WATCHING NUDES?

#### Assignment 1

This activity may lead to conversations about certain topics from the movie.

Before watching the movie show the pupils pictures of the characters. The pupils choose, based on what they see on the images, a person who they will pay close attention to while watching the movie.

Instruction for pupils:

- Write down keywords based on your decision for a certain character. What do you think of him or her; what is your first impression?

After watching *Nudes* show the characters again so that the pupils know who they are talking about.

Discuss the story using the following questions:

- Which pupil made the video recording?
- What was the reason for it?
- What did you notice about the use of time throughout the movie? (The tutor talks take place in the present, the rest of the movie are flashbacks).
- Whom was the video recording sent to?
- Why was it sent to the whole class?
- Who sent it to the whole class?
- Why is the video recording watched in the dressing room?
- Who were recorded?
- Who stood up for someone else?

All answers can be found in the text 'synopsis' on the next page.

## Assignment 2

After discussing the movie in class you could focus on the chosen characters once more. The pupils can be asked what their first impression of the character was and if they have changed their view after watching the movie.

Questions that could be asked:

- In what way does this character reflect you or in what way is the character different than you?
- What characteristics appeal to you and which don't? What behaviour appeals to you and which doesn't?
- Could you be friends with the character?
- What is the difference in the way you think about the character before and after watching the movie?
- What did you expect of your character's reaction(s)?
- Would you have reacted the same way?
- What would you have done differently?
- If you were one of his/her friends, what advice would you have given?

Depending on the replies, it may be interesting to continue asking more questions; when do they experience a secure atmosphere in which they could discuss topics that are sensitive? This could lead to more in-depth conversations. Listen carefully to the pupils' answers for they may contain valuable information regarding these topics. Encourage pupils to express their own opinions and feelings (make sure you do not justify or judge the answers given).

Questions that could be asked:

- Do you recognize certain behaviours or actions in your own communities, for example, friends or family?
- Have you ever experienced something similar that was shown during the movie?
- Do you recognize the actions done by your character? Have you ever done something like that before? Why (not)?
- Which character from the movie matches with your own behaviour? Which character would you like to learn from? Who gets your respect? Who would you give advice to?
- Do these things happen in your class or at your school?
- Who has ever received a nude picture or video?
- Are there classmates who had chosen the same character like you?

## SYNOPSIS

Two teenagers, Jordi and Sophie, are texting each other. Jordi may have sent her a picture of him wearing boxer shorts, and Sophie wants to post it on Instagram. Sophie would never do something like that. However, she made a bet with her friend Jessica to provoke boys. When Jordi begs Sophie not to publish the photo, Sophie proposes a deal. She wants Jordi to make a video recording of the boys team while they are taking a shower.

Jordi consents and makes a recording. He sends it to Sophie in the evening. In turn, she sends it to her friend Jessica. Jessica is already in bed and watches the recording.

The next morning at school Jordi is very nervous. He asks himself who could have seen his photo and what if the boys team finds out he made the video recording?

During the first period the teacher discovers the boys are not present. It makes Mo feel irritated, because he does not know about the situation. Jordi looks away anxiously, because he knows he is the reason why they are not here. Jessica and Sophie look at each other and chuckle.

Jessica has another look at the video right before PE. She likes the idea that has been the one who initiated this entire situation. Suddenly, Maaïke shows up next to her and it startles her. Jessica thinks Maaïke has discovered her secret. During the test of the previous period Maaïke had allowed Jessica to copy her answers. Jessica thinks she owes Maaïke. That is why she shows the video of the boys team to Maaïke. Jessica feels strong.

During PE Maaïke comes up with a plan of her own. She has to get her hands on the video to become very popular at school. Maaïke takes a break during the sports activity and walks up to Jessica's bag. She unlocks the phone and sends the video to her own cell phone. Now she can share with other people.

Maaïke receives a lot of attention from other students, because she has a copy of the boys video which she ultimately shared in a Whatsapp group. Rachel wants nothing to do with it and leaves the group. Eva feels conflicted, because she is the class representative. Christel thinks it is stupid to have a shower with that many people. The video is hard to disclaim for it contains quite obscure details.

Sophie notices the video has been shared. She draws one conclusion: Jessica cannot be trusted anymore. Sophie also leaves the Whatsapp group and ends her friendship with Jessica.

The school soon discovers the true reason why the boys do not want to attend school. They find out about the video and they decide to take action. The school informs the police, because they suspect the boys went missing. The headmaster and mentor share this news with Jordi's class. While the police collects everyone's phones, the mentor decides to talk with the students. She starts with Mo who is not involved in any of this.

### **WHAT IS APPROPRIATE FEEDBACK DURING THE CLASSROOM SESSIONS?**

Not only does Nudes try to start conversations about sexual inappropriate behaviour, but it also shows the reason why someone would not turn his back on somebody else even when someone is in trouble. This is also known as 'snitch behaviour'. Why would you want to belong to a certain group of people even when they do bad things?

The teacher should know how to address these situations. The following guidelines could provide for support:

- Create a safe environment in your classroom. It will allow pupils to be transparent and honest.
  - Ask questions of which you do not know the answer.
  - Listen with content and curiosity to the stories of your pupils.
  - Do not judge your pupils. For example, do not say things like "I am shocked to hear this from you.", "Really?", "Oh...I did not expect that from you at all!" Your pupils do not need your opinion.
  - When a pupil specifically asks for your opinion, try to answer with the following question: Why would you like to have my opinion? Try to be subtle, but honest when giving your own opinion. For example, you could say something like "I need to think about this myself.", "I cannot give you a proper answer yet. Let me think about this and I will get back to you as soon as possible.", "Unfortunately, I cannot give you an answer."
  - Try to be transparent.
  - Do not gossip about the things you have heard from your pupils. Be trustworthy and respectful in the way you talk with your pupils or in ways you talk about them with colleagues.

- Take notice of any pupil who appears to have been affected by the movie and/or the conversations. Approach these pupils with care and try to talk with them. Do not keep your suspicions to yourself. As a matter of fact, share it with your co-workers, for example, "Have you noticed how...?" This can be done at another moment and one-on-one. More examples of questions you could ask: "I have noticed you experienced difficulties ..." "I have heard you have been in a similar situation. Would you be willing to tell me about it?"
- Use SMART to formulate your questions, be specific and clear in order to get your message across. Use appropriate language and express your expectations.
- Show understanding by repeating what you have heard. For example, "If I am correct, you have told me ..." Continue to ask more questions allowing pupils to elaborate: "What happened next?", "How was it solved?" Do not degrade your pupils. You never know if one of your pupils has experienced something that happens in the movie. It does not have to be the same situation. Maybe a nude picture was made, but not shared with someone else. Most of the time it is not the person who made the video or picture who shares it with others, but a third party who had received it. Furthermore, there are different opinions about 'nude pictures'. Some people consider photos depicting underwear as an example of a nude picture.

### **WOULD YOU LIKE TO KNOW MORE?**

Would you like to know more about the expectations of boys and girls on sexual behaviour? Please read the book 'Naked Choices' by Mister Robert Pruis. Buy it on [www.naaktekeuzes.nl](http://www.naaktekeuzes.nl) (The book is only available in Dutch at the moment. Please inquire about a translation.)

Naked choices is a book especially written for secondary school teenagers. It encourages adolescents to think about their choices related to sexuality. The book includes a test that can be used to show how choices are made and it provides information on why certain choices should be made. The book has been inspired by stories Robert has heard while working as a youth worker at secondary schools.

Would you like us to talk about sexuality in your classes? We would be happy to visit you. You can sign up for a workshop about sexuality on [www.jongerenexpertisepunt.com](http://www.jongerenexpertisepunt.com). We like to discuss the right choices regarding sexuality with teenagers. That is why we would like to get in contact with them. Youth work can be a valuable asset, because their approaches allow them to engage with the pupils differently.

What if a pupil who wants continue talking about sexuality, but anonymously? There are several websites and organisations who offer this option. For example, the website [www.doe-reLEGS.nl](http://www.doe-reLEGS.nl) allows adolescents to get in touch with a youth worker anonymously.

What if sexting takes place at your school? You could visit [www.helpwanted.nl](http://www.helpwanted.nl) for advice and support.

### **GOOD TO KNOW!**

Please make sure you check the digital devices before showing the movie. Confirm if the laptop, iPad, tablet, or PC is capable of playing the movie. This will prevent technical issues. Also, check the audio settings and video quality. Sometimes there is too much sunlight in a classroom to properly watch the movie. You could adjust the settings of the smartboard or close the shutters and/or blinds of the classroom.