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Evidence Review of Respectful Relationships Resources

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Suggested Citation: Sandy, L., Powell, A., Meenagh, J., & O'Neill, T. (2017). *Evidence review of respectful relationships resources.* Report prepared for VicHealth. Melbourne: RMIT University.

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Executive Summary

This review set out to examine the evidence base for respectful relationship resources targeting children and young people aged seven to seventeen years and/or their carers and available in non-school, non-curriculum formats and media that are designed to promote and build knowledge and skills in respectful, healthy intimate relationships. The review findings can be summarised as follows:

Key themes

- Most research and existing programs and resources focus on risk, and not necessarily opportunities. There has been some research carried out in Australia, but this is mostly quantitative in nature and as a result we do not have research exploring young people's lived experiences, which is needed to inform better program design.

- There is a tension in research and program design and approaches between young people's right to sexual expression and to access information - and prevailing ideas of children needing to be protected. This is particularly in the area of harmful online behaviours.

- The review has identified age and gender as contributing factors in accessing sexual content online as well as offline. The review clearly links digital spaces and unequal gender dynamics and this is also reflected in pressures on sexual behaviour and low levels of knowledge regarding meanings and understandings of consent from parents, schools, friends and the media.

- Online sources play an important role for young people and are a major source of information for almost all young people.

- More work and research is needed to know what information young people would like to see developed in online and offline contexts.

- Very little research has been carried out with parents and/or carers and what information and resources they need to support children and young people they care for and how this might be addressed in online and offline contexts.

- There is a gap in research with indigenous, migrant and refugee communities on

effective respectful relationships education and violence prevention approaches in Australia.

Pornography

- The review found that whether children and young people experience pornography as harmful is dependent on context and related to age and gender.

- The evidence indicates that a significant proportion of children and young people are exposed to online pornography in Australia and elsewhere. For example, three-quarters of Australian youth aged 16-17 years reported being exposed to pornographic websites.

- There are gendered differences in viewing pornography and experiencing harmful effects, with boys and young men viewing pornography more positively and out of curiosity while girls and young women tend to view pornography as unwelcome and distasteful and report feeling much more uncomfortable viewing pornography.

- The small amount of research that has been carried out with young people on their experiences of pornography challenges the more pathologising research that tends to explain pornography as harmful. Ideas of pornography as harmful tend to baffle young people in terms of early sexual development and exploration and produces feelings of shame and filth.

Sexting and image based sexual abuse

- Self-image taking and sharing are an increasingly normal feature of day-to-day communications.

- Sexual self-image taking and sharing may be influenced both by the general trend in image-based communications (itself not necessarily harmful), as well as pressures to emulate sexualised imagery of mainstream advertising and pornography.

- It is important to distinguish between consensual sexual self-image taking and sharing (e.g. 'sexting'), and non-consensual taking, distribution and threats (e.g. 'revenge pornography') which constitute image-based sexual abuse.

- Young people do not typically use the language of 'sexting', but rather refer to the exchange of 'nude', 'sexual' or 'private' selfies, nude or semi-nude 'pics', 'noodz', 'tit' or 'dic' pics.

- Australian data to date suggests that consensual sexual self-image sharing is less common (e.g. approximately 30%) among minors (aged 17 years or under), and more common (e.g. approximately 50%) for young people aged 18 years and over.

- Non-consensual experiences are rarer still, though nonetheless problematic, with estimates suggesting approximately one in ten Australians (16 to 49) have experienced a nude or sexual image being distributed without their consent.

- Both consensual sexual self-image taking, and image-based abuse, differ by gender and sexuality, with men and LGB people more likely to send/receive sexual images, and LGB participants more likely to experience image-based abuse.

- Impacts of image-based abuse on victims can range from annoyance, to humiliation, damage to professional reputation, to emotional harm and feelings of fear, to tragic instances of sustained harassment causing self-harm and suicide.

- Importantly, the impacts of image-based abuse are also gendered, such that men typically report experiencing annoyance or even no harm, while women more typically report experiencing humiliation, fear and harassment.

- Education initiatives to date have commonly focused solely on young women's sexual self-image taking, and engaged in victim-blaming, rather than placing responsibility back on those who take or distribute images without consent.

- Instead, education and prevention initiatives should seek to challenge victim-blaming, 'slut-shaming', and normative judgements on female sexual expression, and ultimately challenge the sexual-double standard that causes much of the harm to victims of image-based abuse.

Principles in effective practices in education and violence prevention

- In Australia, respectful relationship education and sexual violence prevention has mostly taken place in schools, as a result, there are not many programs and resources available in non-school, non-curriculum contexts.

- Very few programs and resources on respectful relationship education and sexual violence prevention have been evaluated and documentation is limited.

- Quality educational and prevention sources in sexting and pornography are limited. Resources in this area are moralistic and are either anti-sexting or anti- pornography and fall back on victim blaming and slut shaming and/or adopt abstinence-based

approaches.

- The evidence suggests the need to move beyond fear-based approaches to enable young people to feel confident in their ability to negotiate exposure to sexually explicit material and pornographic consumption safely.

- Respectful relationship program and resources is one area where promising practice is emerging, particularly in the field of entertainment education and online resources. Promising practice in this area is youth-focused, accessible and engaging and in recognising sexual rights and sexual risks among young people, provides progressive sexuality and relationship education.

- The review identified significant gaps in programs and resources including those with young men and culturally relevant programs and resources and programs designed to respond to intergenerational communication between parents and adolescents.

Key Overarching Recommendations

Employ participatory design and action research models:

- Interventions, programs and resources need to recognise children's rights and youth-centred methodologies and employ participatory design methodologies, including for example, co-design and collaborative implementation frameworks and approaches.
- Qualitative research with young people can help in the inclusion of youth voices and the identification of their experiences and what they would like to see developed.

Recognise the realities of young people's digital lives:

- By shifting from 'risk' and 'abstinence' frameworks that stigmatise and marginalise young people. Instead young people need to be placed at the centre of interventions and resource development, and this can be achieved through employing the use of participatory design and action research models.
- Recognise young people as 'digital natives' and respond by incorporating different digital delivery platforms and multi-media resources and interventions that do not simply impart 'scientific knowledge' on sex.

Adhere to proven practice principles in education and violence prevention including:

- Ensuring approaches are theory-based, incorporate participatory design approaches, comprehensive in coverage, sufficient in 'dosage' or exposure, draw on varied teaching and/or content approaches, age appropriate, socioculturally relevant and contextualised to local communities/settings, draw on strengths based approaches,

engage well-trained and supported staff/trainers, and include an outcome evaluation.

Engage with and strengthen the significant supports in young people's lives:

- Provide parents and guardians with better support and consider qualitative research with parents.
- Work with significant role models and mentors in public life, including entertainment media producers, celebrities and comedians etc.

Tackle problematic gender norms and stereotypes:

- Education and prevention resources need to challenge victim-blaming and 'slut-shaming' and adopt a sex positive approach.

Engage in research, policy and legal advocacy and leadership:

- More qualitative research is needed in this area to better understand young people's lived experiences.
- Programs and resources need to be evidence-based.
- Transparent evaluations are necessary and should be a key part of programs and built into program design and costing.

1. Introduction

This paper reports on an evidence review of respectful relationship resources conducted by RMIT University and commissioned by VicHealth to explore a new and emerging health challenge to young people's mental wellbeing regarding the prevalence, exposure to and influence of pornography on their personal skills and relationships. In 2015, VicHealth commissioned an internal literature review concerning the impact of pornography on young people's mental wellbeing and drivers of violence against women. This review gathered evidence to understand the scale, scope and extent of pornography, with the findings indicating that in the absence of alternative education materials, pornography is quickly becoming the 'default' education source for young people on relationships and sexuality. Similar findings were reported by Horvath and colleagues in a rapid evidence assessment undertaken for the Office of the Children's Commissioner in the UK (Horvath et al., 2013). Overexposure online has been identified as one of five megatrends influencing the mental health and wellbeing of young people and their relationship skills over the next 20 years (VicHealth and CSIRO, 2015).

For more than a decade, the prevention of violence against women has been a health promotion priority issue. VicHealth has made significant investments in this area and key objectives in the VicHealth *Action Agenda for Health Promotion* (2013-23) and *Mental Wellbeing Strategy* (2015-19) designed to consolidate and build on efforts to prevent violence against women include:

1. build stronger approaches to resilience, focusing on young people; and
2. investigate new and emerging research priorities.

Improving the mental wellbeing of young people is one of VicHealth's three-year priority health issues and is an integral part of the effort to integrate existing and emerging work in preventing violence against women (VicHealth, 2013, p. 35). The findings from this evidence review will inform this VicHealth strategy and efforts undertaken to address this new and emerging health promotion priority area.

Project overview

VicHealth commissioned this evidence review to inform planning and program development in respectful relationships materials, online resources and non-school programs that promote positive intimate relationship literacy. While we are aware of the literature on the 'pornification' or sexualisation of society (see, for example, Mulholland (2013) and Flood (2007)), and mainstreaming of sex in western cultures (Attwood, 2009), it was beyond the scope of the project to conduct a review of the literature on these topics. This is because this evidence review did not set out to establish a review of young people's access and exposure to pornography and sexual media in general.

The aim of the review is to provide a summary of published digital and other respectful relationship resources that target children and young people aged seven to seventeen years, and their carers, and specifically examines non-school or non-curriculum formats and media (for example online, social media and/or video campaigns or resources and community-based respectful relationship programs). The review had a narrow time frame, and this was necessary to feed into VicHealth's ongoing work on this three-year priority health issue. The review is not a full literature or systematic review but rather a summary of published digital and other resources. The report presents an overview of key findings and identifies gaps in programs and services.

Purpose and Aims

The design of the review was four-fold:

1. summarise research evidence for current respectful relationship materials;
2. compile and evaluate data on young people's access to these materials and the impact on their relationship skills, behaviours and attitudes and supports for parents/carers;
3. provide an overview of current Victorian and Australian legislation; and
4. identify gaps in resources and recommend promising approaches to inform future directions in the development of materials and resources.

The evidence review was carried out within the following specific parameters: resources targeting children and young people aged seven to seventeen years and/or their carers; available in non-school/non-curriculum formats and media; designed to promote and/or build knowledge and skills in respectful, healthy intimate relationships.

To meet these requirements, the report provides a summary of findings from the scholarly literature (see Appendix 1 for details on the literature review framework). The report then distils key respectful relationships programs and provides an evaluation of resources and programs (section 3). A compendium of respectful relationships programs and resources can be found in Appendix 2. To the extent possible, the compendium provides information on the evaluation status of programs and resources. The 'star' system developed includes: * not evaluated; ** evaluated (non-refereed report); *** (published in refereed source). Where possible, the compendium provides analysis of programs and resources and discusses the usefulness of these in respect to the evidence review and report recommendations on promising approaches. Section 4 provides an overview of the broader legislative context and the current Victorian and Australian legislation can be found in Appendix 3. Section 5 identifies gaps and development opportunities for VicHealth and recommendations for future directions.

2. Review of scholarly literature

Pornography and young people

According to Attwood and Smith research on pornography and young people is 'fraught with difficulties because of entrenched cultural taboos on speaking about sex that feel particularity intense in the current context of fear and anxiety' (2011, p. 236). There are of course also very important ethical considerations in all research involving young people, and in the current context of a risk-averse culture, there is very little research on the direct effects of exposure of children to pornography (Heins, 2001; Helsper, 2005; Millwood Hargrave and Livingstone, 2009). Consequently, empirical research exploring how young people themselves experience pornography is relatively rare (Helsper, 2005; Horvath et al. 2013; Spišák, 2016). Very few studies have directly tested claims for harm, for obvious ethical reasons, and as noted by Helsper (2005), this means little evidence exists of harms, however, the prevailing belief is that children's exposure to pornography is harmful (Millwood Hargrave and Livingstone, 2009).

A note on terminology

In this review, we adopt the following definitions: 'pornography' is defined as sexually explicit media that are primarily intended to sexually arouse the audience (Malamuth, 2001, p. 11817). 'Access' refers to a young person deliberately obtaining and viewing pornography while 'exposure' means either non-deliberate or coerced obtaining and viewing of pornography (Horvath et al., 2013). Finally, children and young people refers to any person aged up to 18 years, and use of the term 'children' incorporates young people. It should be noted that the review is primarily concerned with children and young people aged 7-17 years, as a result, the literature dealing with children aged 1-6 years was not consulted.

Young people and exposure to pornography

While there may be a significant amount of public debate about young people and pornography, particularly around their consumption of sexually explicit material, we know very little about young people in Australia in relation to their experiences with pornography.

Flood and Hamilton's 2003 study was one of the first Australian studies to focus on young people's exposure to pornography. The study involved a telephone survey with 200 young Australians aged 16-17 years, with Flood and Hamilton (2003) finding that children and young people in Australia were routinely exposed to sexually explicit images: among 16-17-year-olds, 73% of older boys and 11% of older girls had ever watched a pornographic film and three-quarters of 16-17-year-olds had been exposed to pornographic websites (see also Bryant, 2009). This suggests that a significant proportion of young people are exposed to or

access pornography. Twenty per cent of Australian boys aged 16-17 years watch pornographic films on a weekly basis and one-fifth watch a sexually explicit film at least once a month (Flood, 2007). This compares with 11% of older girls who reported watching pornographic films less often than once every two to three months and 2% that did so at least once a month (Flood, 2007). In looking at pornography consumption, older girls typically watch pornography out of curiosity or because a boyfriend or someone else wants them to.

In Australia, 84% of older boys aged 16-17 years and 60% of older girls aged 16-17 years reported being exposed to online pornography (Flood, 2007). This suggests that young people's exposure to pornography occurs both online and offline. In looking at young people's online access, among older boys aged 16-17 years, 4% stated that they used the internet for this purpose on a weekly basis and 22% accessed online pornography at least every two or three months (Flood, 2007). Thirty-eight per cent of older boys aged 16-17 years and 2% of older girls aged 16-17 years searched the internet for sex sites (Flood, 2007). As Flood (2007) highlights, this stands in stark contrast to the 60% of older girls in Australia who have been exposed to pornography online, a finding which suggests that exposure is more prevalent than access. The differences between older boys and girls in Flood's research also indicate gender differences in exposure and access to online pornography.

A systematic literature review carried out by Horvarth and colleagues (2013) summarised the UK research and reported findings similar to Flood's research with young people in Australia, namely that a significant proportion of young people are exposed to or access pornography. However, Horvarth and colleagues (2013, p. 7) did note differences in the regularity of young people's exposure and access, which suggests the need to consider both frequency and prevalence when trying to generate a fuller picture of young people's pornography consumption. Similarly, research from the EU indicates that young people encountering pornography online is commonplace, more so as pornographic content has become part of mainstream culture. A Finnish-based study found that among 14-16-year-olds, 74% of boys and 22% of girls had watched pornography online (Spišák, 2016). The EU Kids online project reported that 33% of young people aged 11-16 years had seen sexually explicit material, both online and offline (Livingstone et al., 2011). Among European children aged 9-19 years who went online at least once a week 57% encountered online pornography, most of which was accidental exposure: 38% reported seeing a pop-up ad while doing something else; 36% found themselves on a porn site by mistake; and 25% received pornographic spam either by email or instant messaging. Livingstone and colleagues (2011) noted that age was a significant factor shaping young people's online experiences: 76% of 16-17-year-olds encountered pornography online compared with 58% of 12-15-year-olds and 21% of 9-11-year-olds. This suggests that older children and

teenagers are more likely to experience online risks in relation to pornography. This finding was also supported by Horvarth and colleagues (2013) in their review of the UK literature, with exposure and access to pornography increasing with age.

Like Flood and Hamilton's (2003) observations for Australian children, gendered differences were also apparent in young people's exposure and access to pornography in Greece. In a study carried out by Tsaliki (2011) 44% of older boys and 22% of older girls had accidently come across pornography online while 56% of older boys and 11% of older girls had actively searched for it (Tsaliki, 2011). Among the younger cohort, 13% of younger boys and 4% of younger girls went online looking for pornography while 40% of younger boys and 27% of younger girls came across it by accident (Tsaliki, 2011). These findings suggest that exposure is more prevalent than access, except for older boys. They also suggest that young boys are more likely to be exposed to pornography than young girls. Young boys are also more likely to access pornography compared with young girls. In Tsaliki's (2011) research, boys explored pornography across a range of different media and did so on a more regular basis: 64% of older Greek boys and 14% of older girls had frequent encounters with pornography on the internet; 36% of older boys and 16% of older girls on television; 40% of older boys and 6% of older girls on DVD; 29% of older boys and 9% of older girls in magazines and 40% of older boys and 1.5% of older girls on their mobile phones (Tsaliki, 2011). This suggests that age and gender are significant factors shaping young people's experiences of pornography and encountering this online.

Young people, pornography and notions of risk and harm

In Australia, as elsewhere, there is a sense of urgency surrounding most public debate about young people and pornography mainly due to the rise of the internet, use of smartphones and other communication devices. The clear majority of media reports and studies focus on how young people are being harmed, traumatized and sexualized, with pornography consumption being associated with visual harassment and visual violence in relation to its harmful effects (see, for example, Coy, 2012; Dines, 2010; Flood, 2007; Horvath et al., 2013; Wild, 2013). As a result, most of the debate about pornography and young people has focused on matters of control and regulation, being driven largely by the urge to protect young people from the dangers of sexually explicit content and shaped by the view of sexual cultures as inherently dangerous to young people. In these debates, children and young people are generally seen as vulnerable and easily harmed, with adults acting on their behalf as protective intervention. Much of this is shaped around cultural narratives of children and childhood, specifically what a child is and should be: vulnerable, innocent and in need of protection (Staksrud, 2013).

While there is much heated public discourse surrounding children and pornography, recent research suggests the need to analyse and more fully consider the implications these

concerns and regulations have for children's rights. Tsaliki (2015) highlights how in contemporary public discourse about 'porn culture', what is usually missing from analysis is the potential of popular culture and media for young people's sex education and learning, and particularly in discussions about the sexualisation of young girls, assertions of agency and the construction of identity. This literature suggests the need to move beyond fear-based approaches to enable young people to feel confident in their ability to negotiate exposure to sexually explicit media and pornography consumption safely. This body of work challenges the view of children as passive and innocent and in need of protection, and attempts to shift the frame of public debates to incorporate seeing young people as autonomous and having rights (Buckingham, 2000; Staksrud, 2013). This has led to a change in direction from fear-based approaches to recognising rights and sexual rights in the context of sexual risks for young people online. In large scale studies like the multinational EU Kids Online project the focus of recent research and programming has been understanding rights and risks regarding young people's developing sexuality and new media and digital environments (Livingstone and Mason, 2015).

In most research about young people and pornography, harm and risk are often conflated and this means we don't have accurate information about the harms and risks of exposure to pornography (Australian Human Rights Commission (AHRC), 2016). Very few studies note that *risk refers to potential danger*, while *harm signifies something that is experienced as damaging and unwanted* (Livingstone et al., 2011, p. 14-15; Spišák, 2016, p. 130). Harm, Millwood Hargrave and Livingstone claim, means 'immediate shock and trauma, sexualisation and possible re-enactment and the broader effects on perceptions of sexuality and relationships' (2009, p. 117). To provide an example to help explain the key differences between these two key concepts, young boys might be more likely to be exposed to pornography (therefore at a higher risk), but young girls may be more likely to be upset by such exposure (therefore greater harm) (Livingstone et al., 2011). Furthermore, in relation to online activities, when young people are online, we cannot simply label the things they do as 'harmful' or 'beneficial', because this kind of judgment depends on the outcome of an activity rather than the activity itself (Livingstone et al,. 2011). In the very small amount of empirical research with young people exploring online harms and risks, exposure to pornography is considered harmful by some young people, but for others if harm results largely depends on the circumstances (Livingstone et al., 2011; Spišák, 2016; Tsaliki, 2011). This means that causal relationships cannot be established. The harmful influence of pornography on young people is also related to debates about 'media effects', a debate that has re-emerged with the increase in online pornography. However, as Livingstone argues:

> The link between risks, incidents and actual harm is genuinely tenuous: not all risks taken result in worrying incidents, not all worrying incidents result in actual or lasting harm. Just as with television's effects, some of the questions asked of the internet

> seem impossible to 'answer' in any simple fashion: does inadvertent exposure to pornography produce long-term harm, does playing violent video games online make boys more aggressive …, is the internet changing the way children think and learn? This assertion does not suit the policy agenda, of course, neither does it satisfactorily account for the media's role – however, minor, however context-dependent – in the reproduction of harmful or exploitative representations and practices (2003, p. 157).

As Livingstone suggests, questions about harm remain extremely difficult to answer. Tsaliki (2011) has also noted that the extent to which young people experience pornography as problematic is very unclear. Tsaliki's research indicates that responses that may be 'negative' could have 'positive' consequences for young people's learning experiences leading her to suggest that understanding what is harmful or beneficial is likewise problematic (see also Buckingham, 2005). This is because in research across 21 European Union countries, risks and opportunities fed into each other. Although seeing pornography was the second most common risk children faced when online, the risks and benefits were positively correlated: an increase in opportunities went together with an increase in risks (and vice-versa) (Livingstone and Helsper, 2010). To explain this, the more experienced and skilled a young person is, the more likely they are to encounter risks and opportunities online compared with less skilled users (Livingstone and Helsper, 2010). This means that young people with good internet skills are more likely to take up opportunities to be online and as a result they are likely to be exposed to more risks (Tsaliki, 2011).

Although the evidence of harm is inconclusive, prevailing ideas on online pornography as harmful draw attention from the potential benefits to a disproportionate focus on the risks. Recent research from the area of entertainment education in sexual health promotion has adopted a 'culture-centred' approach to health communication (Dutta, 2008, 2007) and this paradigm shift has shown how viewing pornography exclusively through the lens of harm provides a limited viewpoint for engaging on issues of young people's experiences with pornography (McKee et al., 2014; Neustifter et. al., 2015). Pornography features heavily in contemporary public discourse about harm, with feminist criticism that pornography objectifies women and violence-supportive attitudes (Dines, 2010; Flood, 2007) or by child welfare advocates that it impacts on emotions and sexual development (Wild, 2013) or religious and moral grounds, in that pornography corrupts social values (for more detailed discussion see Attwood, 2009; Malamuth, 2001). Research in the area, however, is quite diverse, yet public debates and policy has continued to draw on a relatively limited approach, namely the sexualisation of mainstream media (pornification debates) and the focus on 'extreme' imagery (Attwood and Smith, 2011). As a result, pornography consumption is typically viewed and portrayed in terms of danger, particularly for young women, but this downplays other approaches and the possibilities offered. This can be in

terms of options for seeking sexual pleasure and exploring sexualities (particularly so for young LGBTI people), the opportunities afforded for further discussion of education around safer sex practices, diverse sexual activities and sexual satisfaction as well as questioning and critiquing mainstream heteronormative portrayals of sex, to exploring queer and feminist portrayals and developing frameworks to help young people become critical consumers of sexually explicit material (Neustifter et al., 2015; Tsaliki, 2011). Examples include feminist-based Nina Hartley's 'Guide to …' series and Pink and White Productions 'Crash Pad' series, although it needs to be kept in mind that these are adult sexually-focused entertainment media (Neustifter et al., 2015).

The clear majority of research on young people and pornography is quantitative and focuses mostly on issues of exposure. The issues with this research is that it does not shed light on the meanings attached to online sexual activities and pornography consumption. In other words, it can't really help us understand how young people 'make sense' of engaging in sexual activities online. There are some exceptions like Mulholland's work (2013) and qualitative research with young people in Finland exploring their online experiences (Spišák, 2016). The findings from this unique research documents how young people in Finland adopt a highly analytical and intellectual attitude towards pornography, particularly when evaluating the relationship between representation and reality. Spišák's findings challenge the main premise of the 'media effect' debate, which as Buckingham and Bragg (2004) argue, mostly fails to consider that young people are active and critical social agents, especially in terms of the media, a finding that is also supported by Mulholland (2013). Spišák's research also challenges notions of risk and harm, with the work documenting how young people expressed concern about the comments made by parents, educators and other experts that pornography can potentially cause harm. The young people in Spišák's study were acutely aware of the notions of risk and harm associated with early pornography consumption, however, the vague nature of the claims associated with 'risk talk' were a cause of worry and concern and, for some of the participants in her research, a real source of distress. In Spišák's study young people themselves challenged this 'risk talk', stating what they found more unsettling was the talk of risk surrounding pornography, rather than the actual consumption of sexually explicit material. The young people in Spišák's research pushed for more detailed information on the effects of pornography consumption considered as harmful as they experienced the blurry notions of harm as more baffling to them. Further, this 'risk talk' materialised in young people's sexual practice as feelings of 'filthiness', 'abnormality' and 'harmful ways of thinking' regarding their own pornography consumption (Spišák, 2016, p. 137). Spišák's findings lead her to suggest that young people's understandings and experiences of pornography may be a useful resource in creating new materials and improving existing resources to help respond to young people's needs when navigating content online (Spišák, 2016, p. 137).

Nature and impact of young people's exposure to pornography

Almost no Australian studies examine young people's responses to online pornography. In their review of the UK literature, Horvarth and colleagues found that boys tend to view pornography 'more positively' and watch it 'out of curiosity' while girls tend to report pornography as 'unwelcome and socially distasteful' and feel 'more uncomfortable' than boys when viewing pornography (2013, p. 7). In addition to this review, research from the EU has explored the nature and impact of young people's exposure to pornography. In looking at European children's responses to online pornography, 54% of children aged 9-15 years claimed they were not bothered by it, 14% said they liked it, and 28% said they felt disgusted by it (Livingstone et al., 2011). Further, 56% said they left the site as quickly as they could, 31% said they looked at the porn site, 7% told a friend, 6% told a parent and 5% returned to the site later (Livingstone et al., 2011). Among the 46% of young people who were bothered by it, 53% told someone about it the last time it happened (Livingstone and Haddon, 2009). Among that group, 33% told a friend, 25% told a parent; 25% stopped using the internet for a while; and a very small number changed their filters or content settings (Livingstone and Haddon, 2009).

The location of a computer is a factor influencing the nature and extent of young people's exposure and access to pornography. In the Greek subset of the EU study, little differences were found in accidental encounters with pornography with young people using a computer in private in their bedrooms or in more public spaces (Tsaliki, 2011). However, there were stark differences in consumption patterns between young people who had computers in their bedrooms compared with those who did not: 43% of Greek teenagers with computers in their bedrooms actively sought out pornography while only 22% of teenagers who did not have computers in their rooms actively sought out pornography (Tsaliki, 2011).

Gender was also a significant factor shaping experiences in the EU study. Older girls were much more likely to be upset by violent, offensive pornography, while older boys were more likely to actively seek out violent and offensive content (Livingstone and Haddon, 2009). This accords with Flood's findings for young people in Australia and how mainstream heterosexual pornography may play a part in some older boys' peer cultures (Flood, 2007, p. 57). Age also plays a significant role in shaping experiences as sexually explicit content provokes much stronger reactions from younger children. In the EU study, older teenagers were four times more likely to have seen pornography online (and the sexual images tended to be more explicit), but younger children were more bothered and upset by sexual images compared with teenagers (Livingstone et al., 2011). In the Greek study, substantial differences were noted in age and gender, with 57% of younger girls and 40% of younger boys wishing they had never seen pornography, while 20% of younger boys and 3% of younger girls reported liking what they saw and 16% of younger boys and 3% of younger girls found it interesting (Tsaliki, 2011). Younger Greek children were also much more likely

to show less interest in sexually explicit material with 57% of younger girls and 40% of younger boys deleting content without looking any further at it (Tsaliki, 2011). Gender and age differences were also noted in young Greek people's reactions to pornography, with 44% of older boys and 35% of older girls reporting that they didn't really think that much of pornography while 25% of older boys and 6% of older girls found it interesting and 4% of older boys and 20% of older girls felt disgusted by it (Tsaliki, 2011). Only 8% of older girls and 2% of older boys wished they had never seen pornography, which leads Tsaliki to suggest that the older cohorts may not necessary deem pornography as harmful themselves (Tsaliki, 2011, p. 297).

Emerging evidence on education and abuse prevention approaches

Although concerns about the harmful effects of pornography have long circulated in public discourse, very few education and prevention programs about pornography focus on young people. Prevention approaches mainly focus on regulating and controlling access to sexually explicit materials, which as discussed in section 4, is also in accordance with Australian laws and regulations. Given that young people are clearly consuming pornography and seem to be doing so in an unguided manner, new resources could be developed to counter any misleading or inaccurate information they may be getting from pornography and teach young people to become critical consumers of sexually explicit material as well as helping to develop media and sexual literacy skills. The Reality and Risk project and itstimewetalked website is one such example (see Appendix 2 for more detail on this project and resources). These kinds of educational resources may play an important role for young people as many are using media to learn about sex and sexuality and as a result, they may turn away from 'offline' sources (e.g. parents, teachers and experts). These resources could also be used as a basis to engage young people in conversations about sexism, heteronormativity, safer sex practices, diverse sexual activities, sexual desire and satisfaction, sexual ethics as well as their relationships and identities. It is also important to note that some of the higher quality educational resources have been developed outside of the context of the pathology-concentrated research literature and by researchers working in collaboration with entertainment media producers. Examples of these collaborations include Francisco Ramirez's work with MTV, which is discussed in section three of the report.

Image-based sexual abuse: Sexting coercion, 'revenge porn' and harassment

Digital communications technologies have become an embedded feature of many people's everyday lives. The capacity for instant communication, for self-generated content, and for image taking and sharing have substantially transformed how we connect and interact with one another professionally and socially, as well as in our intimate relationships (Powell and Henry, 2017). More than the mere availability of technologies such as camera and internet-enabled smartphones however, there has arguably been a cultural shift in our engagement

with images and in the role that images play in our relational interactions with others as well as our sense of self and the expression of our identities. When considering the use and misuse of images in the context of young people's sexual and relationship experiences, it is crucial to first acknowledge this broader social and cultural context. To do so is to recognise that the taking of self-images and photo messaging more generally, as well as posting online and sharing them with others, are not only normalised behaviours but an increasingly important feature of social relations. Indeed, as Murray (2015) describes these 'notes to self' can be seen not only as examples of self-expression and identity formation, but also as potential sites of resistance to mainstream norms surrounding bodies and sexual identities. In a related analysis, Katz and Crocker (2015) go further to suggest that 'selfies' and photo messaging actually represent a new mode of 'visual conversation' between individuals in the digital age. In other words that self-images and sharing those images are the new normal akin to, for example, picking up the phone and sharing a verbal narrative about one's day with a friend or loved one.

At the same time as images are an increasingly normalised part of self-expression and communication, there is a second feature of our relationship with images in the digital age that contextualises our social and sexual interactions. As discussed above, sexualised and pornographic imagery has also become further embedded into mainstream society and culture (at least, in Western countries such as Australia). In short, there are two key features to the role that self-imagery plays in contemporary social and sexual life. On the one hand, images have become an embedded feature of social and relational communications which, in and of themselves are not necessarily harmful, but rather a normal and potentially positive feature of contemporary communications. On the other hand, the normalisation of sexualised media and imagery, including the mainstreaming of some pornographic material that stereotypes and reinforces unequal representations of gender and sexuality, is widely recognised to have both positive and negative effects. In the context of young people's sexual and social development, the nature of sexualised imagery and pornography may normalise non-consensual sexual relations and create unrealistic and harmful notions of sexual experience. Within this broader context of both self-imagery and ready access to sexualised and pornographic content, there are pressures on young people, and in particular young women, to experience and represent themselves in particular, sexualised and gender-unequal ways. This extends to their engagement with sexual self-image taking and sharing practices which, as is discussed in the following subsections, the literature suggests ought not be taken to be harmful by default, but rather represent a more complex set of both consensual and non-consensual behaviours and practices.

A note on terminology

When discussing young people and sexual self-image taking, two terms have come to dominate the mainstream media and policy debates: 'sexting' and 'revenge pornography'.

‘Sexting’ is portmanteau of ‘sex’ and ‘texting’ that has been popularised by the media when referring foremost to young people’s exchange of nude and/or sexually explicit imagery (see Albury et al., 2013; Crofts et al., 2015; Doring, 2015). It is widely acknowledged in the academic literature that young people themselves do not typically employ the language of ‘sexting’ to refer to their own sexual self-image taking and sharing behaviours, referring instead to the exchange of ‘nude’, ‘sexual’ or ‘private’ selfies, nude or semi-nude ‘pics’, ‘noodz’, ‘tit’ or ‘dic’ pics, and, in some instances, ‘sneaky hats’ referring more particularly to joke images where a strategically placed hat covers the individuals’ breasts or genitals (see Albury, 2015, p. 1738; Crofts et al., 2015; Doring, 2015). The content depicted in these nude or semi-nude selfies also varies considerably with some images perhaps not intended as ‘sexual’ at all (e.g. a self-image in a bikini on the way to the beach), while others might represent semi-nude flirtatious images, and others are quite sexually explicit (e.g. with exposed genitals). Thus, the range of sexual expressions, explicitness, and intentions is quite large. While sexting has come to be associated with ‘risky’ and harmful behaviours, including the pressured or coerced taking of nude or semi-nude selfies and the non-consensual sharing or distribution of these images, many researchers suggest it is useful to maintain specificity in terminology so as to distinguish between consensual and non-consensual behaviours (Henry and Powell, 2015; Powell and Henry, 2014). Additionally, researchers emphasise that while there are particular concerns commonly expressed about young people under the age of 18 taking and sending nude or semi-nude selfies, the behaviour has become a common feature of contemporary sexual relations among adults and older youth (Doring, 2015).

‘Revenge pornography’ meanwhile, is similarly a media-generated term referring to the sharing or online distribution of nude or semi-nude images, primarily in the context of a relationship or former relationship. As discussed by Powell and colleagues, the term itself is a misnomer since the non-consensual distribution of sexual images is not always motivated by the ‘revenge’ of a former partner, and nor does the content always constitute or serve the purposes of ‘pornography’ (e.g. Powell and Henry, 2017; Powell, Henry and Flynn, forthcoming). Indeed, such images may be selfies taken by the victim, images taken surreptitiously by another person (e.g. ‘upskirting’ or ‘downblousing’ images), stolen images (such as from a private email, social media account or cloud storage), or images that are manipulated (e.g. ‘photoshopped’) in order to depict the victim’s face or body in a sexual way. Images may be distributed originally by the victim, or by another person. In some cases, the victim may have no knowledge that images of them are being either created or shared. Several researchers thus advocate for the alternative terms of image-based abuse, or image-based sexual abuse, to more appropriately acknowledge the range of contexts in which nude or semi-nude images are created and/or distributed, as well as the harmful impacts of such behaviours from the experience of victims themselves (see e.g. McGlynn and Rackley, 2016; Powell and Henry, 2017).

The term image-based sexual abuse has the further advantage of capturing a wide range of contexts in which nude or semi-nude images may be created, captured, shared, distributed or misused, in ways that cause harm, humiliation, harassment or exploitation to a victim. It also more appropriately focuses attention on the non-consensual aspects of image taking and/or sharing, rather than conflating all image-related behaviours (both consensual and non-consensual) as 'harmful' or 'risky'. Thus, while sexting, may remain a popular shorthand for the taking of nude or semi-nude selfies in media and policy domains, this should be understood as distinct from image-based abuses which occur when nude or semi-nude images are misused or cause abuse in various ways. Powell, Henry and Flynn (forthcoming) for example, identify at least five sub-types of image-based sexual abuse: (1) relationship retribution, where revenge is a motivation within the context of a current or past intimate relationship; (2) sextortion, where the perpetrator seeks to obtain further images, money, or unwanted sexual acts using existing images, or the threat of images, regardless of whether not they exist; (3) sexual voyeurism, where perpetrators are seeking to create or distribute images as a form of sexual gratification, including (but not limited to) "upskirting" and "down-blousing"; (4) sexploitation, where the primary goal is to obtain monetary benefits through the trade of non-consensual imagery; and (5) sexual assault, where perpetrators and/or bystanders record sexual assaults and rapes on mobile phones or other devices and then distribute those images via mobile phone or online (see also Powell and Henry, 2017).

Finally, a further aspect to image-related sexual experiences among both adults and young people alike, is the receipt of unsolicited nude or sexually explicit images; most commonly 'dic pics'. While there is little empirical research into these behaviours, there is an emerging analysis among several scholars of *unsolicited* and *unwanted* sexual imagery as a modern-day form of sexual harassment (see e.g. Shaw, 2016). Once again, it is important to distinguish between solicited and/or consensual sexual images, and those that are either intended, or have the effect, of intimidating and/or harassing the victim.

Prevalence of image-based sexual abuse among young people

The vast majority of studies in the international context in relation to sexual self-images have been conducted with children and young people, and rarely differentiate between consensual and non-consensual behaviours. For example, in a review of sexting studies Doring (2015) found that, on average, approximately 14 per cent of minors aged 9 to 18 years had ever sent a sexual self-image to someone else. Notably, the rate of sexual self-image sharing increases with age, such that the highest prevalence (e.g. up to 32%) are among samples of 18 to 25 year olds (Doring, 2015). Sexual self-image sharing appears far less common for children and young people under 18 years of age (Doring, 2015). Crucially, much of the international data to date do not shed much insight into the *consensual* or *non-*

consensual nature of these sexual self-image sharing experiences. It is unclear of the approximately 14 per cent of young people who have ever 'sexted', how many a) either felt pressured or coerced to take/send the image in the first place, or b) subsequently discovered that their image had been further distributed without their consent.

The vast majority of these studies have been conducted in the United States and some European countries, with few survey studies existing in the Australian context. Key exceptions include two studies, one by Crofts and colleagues (2015), and one by Powell, Henry and Flynn (forthcoming). Importantly, both these studies did seek to distinguish between consensual and non-consensual behaviours. For example, in their study criminologists Thomas Crofts, Murray Lee, Sanja Milivojevic and Alyce McGovern (2015) found that 38 per cent of participants aged 13 to 15 had ever sent a sexual self-image, increasing to 50 per cent for young people 16 to 18 years (N = 1560). Similarly, Powell and colleagues found that almost half (42.4%) of their participants (N = 4274, aged 16 to 49) had ever shared a nude or sexual self-image. However just one in ten (10.6%) of participants had experienced a nude or sexual image being distributed to others without their consent (Powell, Henry and Flynn, forthcoming).

As described above, image-based abuse is not however limited to the non-consensual *distribution* of sexual self-images. Sexual or nude images may also be taken without the depicted person's consent (and sometimes without their knowledge at all), and there may also be threats to distribute a nude or sexual image of someone. Indeed, threats to distribute such images have themselves been criminalised in Victoria (as discussed in section two). The only available study to date that estimates the prevalence of this range of image-based abuse is by Powell and colleagues (2017). They found that overall, one in five (22.7%) of Australians surveyed had experienced at least one form of image-based abuse. Most commonly, these were sexual or nude images being *taken* without the person's consent (20.2%), followed by sexual or nude images being *distributed* without consent (10.6%), and finally, experiencing *threats* that a sexual or nude image would be sent into others or distributed without consent (8.6%).

Nature and impacts on victims

Though the research base is still emerging, both consensual sexual self-image taking and image-based abuse appear to differ in nature according both to gender and sexuality. So, for instance, both Crofts and colleagues (2015) and Powell and colleagues (2017) found that male and lesbian, gay and bisexual (LGB) participants were more likely to send and receive sexual self-images, and that image-based abuse victimisation was also higher among LGB participants than among heterosexual participants. Powell and colleagues (2017) study also found that while women generally were no more likely than men to be victims of image-based abuse, they were much more likely to report experiencing more serious harms as a

result if their images were taken or distributed without their consent. So, for example, men (80.8%) were more likely than women (47.7%) to report that their most recent image-based violation was funny or that there were okay with it. Meanwhile women (80.8%) were more likely than men (72.9%) to report feeling annoyed, humiliated, depressed, angry or fearful as a result of their experience (Powell et al., 2017).

Qualitative studies shed further insight into the gendered nature and impacts of image-based sexual abuse. For example, in a foundational Australian study, Kath Albury and colleagues (2013) conducted focus groups with young people about their perceptions of sexual self-image taking and sharing. Overall, young people resisted adult 'moral panics' over sexting and expressed a sense of comfortableness with sexual self-images as a form of self-expression. However, what young people did identify as problematic was the ways in which if an image was further distributed without consent, the shaming and humiliation that followed was inherently gendered. In particular, and not unlike decades of research into young people's sexuality (see e.g. Allen, 2005; Fine, 1988; Fine and McClelland, 2006; Holland et al., 2004; Powell, 2010) there remained in young people's experience a sexual double-standard such that young women's sexual images were taken to signify a 'provocative' and 'slutty' sexual expression, while young men's were perceived as jokes or even status-building (Albury et al., 2013).

The gendered nature of the impacts following the distribution of a sexual or nude self-image are further illustrated by several high-profile cases internationally in which, as a result of sustained online harassment, several victims have taken their own lives. Yet, as other scholars have also acknowledged, where these broader harms caused by peer harassment are addressed, it is often framed as a form of generic and youthful 'cyber-bullying' (Bailey, 2014a, b) rather than recognising and addressing the serious sexual violation and gendered harassment that victims experience – not just because of the images – but because of their place in society as women and girls. Indeed as Powell and Henry (2017) argue it is notable that many of the harms reported by victims of image-based sexual abuse result not only from the violation of privacy and sexual autonomy itself, but due to peers and communities subscribing to highly gendered assumptions about acceptable female sexual conduct which results in shaming and humiliating the victim for being *that kind* of girl or young woman who took and/or shared a sexual image in the first place (see also Lippman and Campbell, 2014).

As discussed by Powell and Henry (2014) the Victorian Parliamentary Law Reform Committee Inquiry into Sexting report recommended that the Victorian Government seek to avoid victim-blaming and abstinence messaging in education and prevention materials. Instead, the report suggested governments:

> 'ensure that educational and media campaigns directed toward sexting focus on the appropriateness of the behaviour of people who distribute intimate images or media

without consent, rather than on the person who initially creates the intimate images or media' (VPLRC, 2013, p. xxiii).

In summary, rather than focusing foremost on all youth sexual self-image taking as inherently 'risky' or problematic, it is important to acknowledge the lived realities of young people's sexual lives and experiences (see Albury and Byron, 2015). At the same time, it is arguably important to engage both young men and young women in discussions about what it might mean to be an ethical friend and bystander when it comes to taking, sending and receiving nude and/or sexual images of others. In addition, young men and women can be educated to become more critical consumers of images; to think about the images they encounter and whether it is ethical to send them on to their peers; and, additionally, to consider whether it might be appropriate and ethical to report the behaviours to an authority. More broadly however, the shame, humiliation, and harassment of the victim that may follow from the non-consensual distribution of a nude or sexual image can perhaps best be addressed by challenging normative assumptions and unequal gendered stereotypes about 'acceptable' female sexuality, and ultimately problematising the sexual double standard.

3. Programs and resources (including identified strategies, resources and existing gaps)

Promising Practice Principles for Respectful Relationships Education and Violence Prevention

Australian respectful relationships education and sexual violence prevention has historically taken place foremost in secondary education; though notably many of the school-based programs and resources available have been informed by and/or developed by non-government organisations, largely in the sexual assault and/or domestic violence sectors. By comparison, education and prevention resources tailored for reaching young people outside of school settings are few, and even fewer have been evaluated and documented publicly or in the scholarly literature. Documentation of programs and resources directed at rapidly developing issues such as sexting, image-based sexual abuse, and pornography, is especially scant. As such, we find it useful to preface our discussion of emerging and promising practice with an overview of some promising practice principles for respectful relationships education and violence prevention more broadly. There are a number of key features of effective education and prevention program design that are useful to bear in mind.

Table 1: Ten Key Principles of Effective Education/Prevention Program Design

Theory-based:	is informed by a theory of change that clearly identifies the activities that are expected to lead to interim and longer-term outcomes as well as conceptualising why, and for whom, the activities are anticipated to effect change.
Incorporates participatory design approaches:	that involves participation of the relevant audience and/or community members in the design and implementation of education/prevention strategies.
Comprehensive in coverage:	that targets factors at *multiple levels* of the social ecology, including strategies to reach individuals, peer groups and communities; while also considering *multiple strategies* directed at changes in knowledge, attitudes and behaviour.
Sufficient in 'dosage' or exposure:	delivering a sustained engagement with the content, rather than one-off information exposure.
Draws on varied teaching and/or content approaches:	that engage recipients with a range of information, interactive exercises, opportunities to reflect on and apply their new knowledge and skills.
Is age appropriate:	considers content types, appropriate language, and varying levels of detailed information different developmental stages in sexual and relationship experiences.
Is socioculturally relevant and contextualised to local communities/settings:	that considers the structural context of localised communities (e.g. unequal access to education and other resources), as well as localised beliefs and norms related to the issue being targeted.
Draws on strengths based approaches:	that provides opportunities for developing positive experiences and confidence in skills and capabilities - focuses on *promotion* of healthy, consensual respectful relationships and individual wellbeing.
Engages well-trained and supported staff/trainers:	who understand and are committed to the theory of change, the key principles underlying the program and delivering a consistent approach.
Includes an outcome evaluation:	that seeks to measure changes in knowledge, attitudes and behaviour over the short and longer-term.

(adapted from Casey and Lindhorst, 2009; DeGrace and Clarke, 2012; DeGue, 2014; Michau et al., 2015; Nation et al., 2003)

Pornography

While the review could identify programs and resources responding to young people and pornography, very few of these are evidence-based and do not really provide quality

educational and prevention resources. The compendium analyses these resources and programs in some depth (see Table 1 at Appendix 2). The clear majority of resources do not adopt a youth-centred methodology and are anti-pornography in orientation. Such approaches in programmatic work that may attempt to create enabling environments in which young people feel confident in their ability to negotiate exposure to sexually explicit material are clearly problematic.

The evidence review did identify several promising programs and resources that focus on young people's exposure to pornography and these programs and resources are discussed in the following case studies. The case studies have been selected as they are part of an active move away from 'moral panic' framings of sex and sexuality that dominate approaches to pornography and recognise young people's ability to engage critically with pornographic texts. The case studies highlight two approaches, one with younger age groups, the other with older age groups.

Case study: Interactive, intergalactic websites

Planet Porn, A teaching pack about porn, sex, sexuality and gender

Planet Porn is a downloadable teaching resource produced by Bish Training in the UK.[1] Bish Training is a compilation of resources developed by sex and relationships educator Justin Hancock for practitioners. Hancock has over 13 years' experience training practitioners and over 15 years' experience facilitating sex and relationships education (SRE) workshops. Along with Bish Training, he also runs Bish UK, a website about sex, love and you for everyone over 14.[2] This website is sponsored by Durex. The Bish UK website answers young people's questions about sex, love, gender, self-esteem, bodies, (sexual) health, safer sex, and pornography. The website also contains resources for parents about pornography, masturbation, and sex. The information and resources put out through Bish UK and Bish Training are evidence based and developed through years of experience. They actively move away from 'moral panic' framings of sex and sexuality, and are written in a straight forward and engaging manner that recognises young people's ability to critically engage with these topics.

The Planet Porn resource is designed to get young people engaging in conversations about pornography, as well as self-esteem, body image, boundaries, pleasure, consent, communication, safer sex, sexual safety, the law, emotions, relationships, gender and sexual diversity, and oppression. It contains information and interactive activities, such as the Planet Porn Game where young people look at statements on cards and decide whether it belongs on 'Planet Earth' (real life sex) or 'Planet Porn' (porn sex), or somewhere in between. The statements portray both positive (i.e. representations of disabled people as

[1] Planet Porn is available for purchase at: http://bishtraining.com/planet-porn/

[2] See: http://www.bishuk.com/

sexual beings, portrays diversity of genders) and negative (i.e. focused mostly on men's sexual desires, reproducing beauty ideals) aspects of pornography and complicate the idea that pornography is necessarily a bad (or good) thing. Another activity, 'Porn Challenge', gets young people to "think of ways to present sexy scenes and images which are safe, consensual, promote equality and diversity and don't make assumptions about who may be watching porn".

Key points: the resource was developed in accordance with best practice in sexual health guidelines, is evidence based, and contains age appropriate material that is tailored to engage young people. It challenges assumptions about pornography by providing a value neutral critique. This may prove challenging for some practitioners given the dominance of discourses about pornography being harmful. It is important to note that this resource does not encourage young people to watch pornography, but to become critical consumers of sexual content.[3]

Let's talk about sex: Intergenerational communication

Case study: **Hayden-Reece Learns What To Do if Children See Private Pictures or Private Movies**

This is a book for children aged 5-10 written by Holly-Ann Martin and illustrated by Marilyn Fahie that discusses what to do when encountering pornography online. The book is available for purchase from Safe4Kids.[4] Martin has 25 years' experience with the Western Australian Department of Education and Training. She takes a whole community focus to child protection education, with an emphasis on developing a language and culture of safety for children and adults, improving communication, and highlighting and broadening the networks available to children when they feel unsafe.[5]

The 'Hayden-Reece Learns What To Do if Children See Private Pictures or Private Movies' book begins with a teacher educating her students on what to do if they come across private pictures or movies online. Hayden-Reece then encounters some private images online and makes decision on how to act. He follows through with the plan his teacher taught him, but is unsure about telling his mum for fear of having his tablet taken away. When he does tell his mum, she takes a gentle approach and reassures him that he has not done anything wrong.[6] The book aims to provide parents with age appropriate language for how to talk to their children about encountering sexual imagery online.

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[3] Hancock has written about why SRE programs should NOT be showing pornography to 15-16-year-olds: http://bishtraining.com/shouldnt-show-porn-sre/

[4] Order online at: http://safe4kids.com.au/shop/index.php?route=product/product&path=35&product_id=70

[5] Holly-ann Martin's biography is available here: https://www.safe4kids.com.au/other/biography.php

[6] The story line summary has been adapted from sex educator Cath Hakanson's video review of the book, available here: https://www.youtube.com/watch?v=NQdn5skN_8I

Key points: by portraying the adults as taking a gentle approach to educating and talking about encountering sexual images online, this book moves away from moralistic and fear-based approaches of discussing children's access to pornography. While recognising that sexually explicit images are not suitable for children, the book focuses on providing children and parents with a plan for what to do when such images are encountered (i.e. close the image, walk away, talk to an adult about what was seen). The language of 'private images' and 'private movies' opens up the discussion beyond pornography as something that is 'bad', 'harmful', or 'dangerous', and can be used to tie into later discussions of sexting and respectful relationships.

Sexting

While concerns about 'sexting' itself have been observable for much of the last decade, quality educational and prevention resources in response to sexual self-images remain few and far between. The review was not able to locate much evidence of promising practice in this area of sex and relationships education and resources. The compendium analyses some of the more problematic aspects of resources and programs on sexting and image-based sexual abuse (see Table 2 at Appendix 2). The clear majority of resources seem to be largely adult-centred (i.e. guided by adult understandings of the problem and its potential solutions) and have not adopted youth-centred methodologies and approaches. An overwhelming number take moralistic positions and convey anti-sexting messages that fall back on victim-blaming and slut-shaming. Moralistic messaging is prevalent with government campaigns and education resources on the topic, many of which adopt abstinence-based approaches that have little impact in changing young people's behaviours, attitudes and practices. Indeed, many researchers have expressed serious concerns regarding the problematic and moralistic messages conveyed in the many 'anti-sexting' campaigns that seem to dominate government and education responses (see e.g., Albury and Crawford, 2012; Albury et al., 2010; Crofts et al., 2015; Henry and Powell, 2015; Ringrose et al., 2012).

The 2010 Australian government campaign Think You Know, is a highly relevant example (though far from the only one). It features a video titled 'Megan's Story' which presents the experience of a girl who has sent a sexual image of herself to a fellow, male student. As she sits down at her desk in class, it becomes apparent that the boy has sent on the image to his classmates, and the clip shows the other students (and the teacher) receiving the image on their mobile phones with looks of disappointment and disgust, directed not at the boy, but at 'Megan' herself. In this clip, no attention is given to the ethics, and increasingly illegality, of forwarding a nude or sexual image of someone without their consent. Rather, the video serves foremost as a warning to young girls about the dangers of sexting.

In a further example, in this case in the UK, a short film *Exposed* presents a self-dialogue of a teenage girl who made a 'stupid mistake' by sending her boyfriend some nude photos. The girl runs away from home after her boyfriend shares the photos with his friend, who uploads them onto an online site, which the broader school community then view. The clearly distraught girl tries to tell herself that she did nothing wrong and that her boyfriend is the one who shared the photos that she had meant to keep private, but her 'other self' retorts that she can't blame others for her actions and that she should never have taken the photos in the first place (see Crofts et al., 2015; Dobson and Ringrose, 2016).

Both examples reinforce an unrealistic message of abstinence in response to image-based abuse (Powell, 2010). They also function to blame the victim through 'slut shaming', humiliation and guilt, failing to acknowledge that young people have the right to explore their sexual identities in a safe environment (Crofts et al, 2015). Additionally, such campaigns fail to recognise the harm caused by the *non-consensual sharing* of a private sexual image and the subsequent harassment of the victim, nor do they acknowledge situations where young women (or men) may be coerced into sending such images in the first place (Ringrose et al., 2012). Though no education campaigns have been directed at the related issue of 'revenge pornography' as such, a similar dynamic is evident in many public and media discussion of the issue (see Powell and Henry, 2017).

Quality youth-led interventions are thus urgently needed in this area and these resources and programs need to be informed by and understand young people's cultures of sexting. They could also draw from experiences and practices documented below on work undertaken with young people and broader respectful relationships work. Such interventions could adopt a 'culture centred' approach to health communication and proceed by listening to young people and aiming to identify problems and solutions from within young people's cultures of practice (Dutta, 2008, p. 255). These interventions could be co-created and co-designed with young people, sexual health experts and researchers and consider broader issues surrounding sexual images, consent and ethics, sending and receiving sexual images and focus on how young people can become critical consumers of sexual images.

Respectful relationships

Entertainment education: Taking sexual health out of the laboratory

In an effort to engage with the new digital age, entertainment education is a growing area of health promotion communication that recognises that audiences often resist educational messages and information delivered in didactic, 'preachy' modes (i.e. being 'lectured at' by experts). In interviews with young people Buckingham and Bragg (2004) found that young people were likely to reject programs they saw as 'preaching' to them. Researchers working in this area are attempting to counter the dominant 'media effects' framework and the

correlation with media consumption and negative impacts on behaviours and attitudes and passive ‘exposure’. The more traditional media studies and psychological research, McKee, Bragg and Taormino (2105) claim, tends to ignore the multiple ways in which consumers read and use media texts in different situations and has the tendency to view people as passive subjects simply absorbing and imitating media content rather than being critical consumers. Consequently, the relationship with young people and the media in terms of “sexualised content has overwhelmingly been discussed in term of the latter's ‘effects’ on young minds” (McKee, 2012, p. 499). In attempting to develop a more youth-centred approach and drawing on forms of ‘functional learning’, entertainment education has been designed as a mode of health communication that “engages young people and encourages deep learning” (McKee et al., 2014, p. 133). It is designed to draw on curiosity and use this to change knowledge, attitudes and behaviours related to health (Andrade et al., 2015). Buckingham and Bragg suggest that the idea with entertainment education is to “encourage viewers to make their own judgments, rather than simply commanding their assent” (2004, p. 168), or as McKee and colleagues claim, to “help young people work things out for themselves” (2014, p. 133). The issue, however, is with communicating information about sexual health. It is understandable that experts are keen to ensure that information about sexual health is conveyed as accurately as possible and in ways that align with their priorities. There may be some resistance to use of entertainment education, which some experts and practitioners may not see as being ‘worthy’ (McKee et al., 2014). Although there may be some resistance to the use of entertainment education with young people on sexual health and respectful relationships, there are several promising programs and resources that have been developed in this area. These interventions are designed to tap into young people’s fondness with technology as digital natives and many have bene carried out in collaboration with entertainment producers. An excellent example of these collaborations include Franciso Ramirez’s work with MTV, which is becoming known for its work on sexual health-related initiatives and programming (e.g. MTV’s ‘16 and pregnant) (Neustifter et al., 2015, pp. 548-50). Ramirez, a sexual health expert, first worked with MTV to produce the program ‘Staying Alive’. This collaboration led to the production of short ‘vox pop’ videos with young people on safer sex, HIV prevention and decision making and on ‘MTV Voices’ Ramirez produced informational videos on sexual well-being and healthy relationships (Neustifter et al., 2015, p. 548). Ramirez was also involved in the highly successful MTV show ‘Savage U’, produced by the sexologist Dan Savage. Ramirez created online multimedia content, with the online resources ‘bumpered’ (i.e. mentioned at the end of each show). Some of this multimedia content included short 30-second educational episodes that complemented current sexual health and healthy relationships programming. In addition to this, Ramirez has produced interviews with celebrities and hip-hop artists on sexual health matters for younger audiences (Neustifter et al., 2015). Other Australian-based examples include Alan McKee’s collaboration with the popular teen magazine *Girlfriend* (McKee, 2017). McKee’s collaboration led to the production of the *Girlfriend*

Guide to Life, a magazine co-edited by McKee, a sexual health expert and editorial staff at Girlfriend. This magazine is targeted at 14-17-year-old girls and provides information on sexual health in 'language, genre and designs that [young people] wanted' (McKee, 2017, p. 26). This collaborative work is being carried out in entertainment education, a field that is known for 'the intentional placement of educational content in entertainment messages' and is fast becoming an area in which information about sexual health is distributed in non-formal learning contexts (Singhal and Rogers, 2002, p. 117; McKee et al., 2015). By working with the idea of entertainment education, researchers are moving out of formal classroom-based settings and using mediums like television and other platforms (e.g. social networking sites, 'bumpers', online forums and popular magazines) to "address sexuality and to educate with increasing frankness and less shame and misinformation" (Neustifter et al., 2015, p. 549). The review located some good evidence of promising practice in this area of sex and relationships education and resources, with the more innovative practices identified during the review highlighted as case studies in this section of the report (see Table 3 at Appendix 2).

Young men, respectful relationships and healthy sexual development

The literature review identified a significant gap in resources for young men. Very few programs and resources on healthy sexual development have been designed specifically for this group. This means that young men do not have the same resources to learn about sex and healthy sexual relationships compared with young women. Sandy (2014) has highlighted how these gaps in programming do little to challenge the sexual status quo, and may even perpetuate it by following established patterns of gendered thought that women are responsible when it comes to reproductive and sexual health matters. Indeed, there is a danger that the targeting of women and young women in health promotion programming may reinforce the idea that men and young men are not responsible agents and responsible for their own behaviour.

In an attempt to redress this gap McKee, Walsh and Watson (2014) explored the use of digitally distributed vulgar comedy as a way to reach young men with information about healthy sexual development. By employing Dutta's (2008, 2007) 'culture-centred' theoretical approach to health communication, the research centred on understanding young men's cultures of sexual learning. Focus groups were carried out with 14-16-year-old young men in Brisbane to examine what they knew about sex and how they found out about it. These data revealed a significant gap as young men's media consumption did not offer them a cultural space from which to explore issues of healthy sexual development (McKee et al., 2014). Across all sources of information identified by young men (e.g. school, family, peers and the media), they were "poorly served" with sexual health information (McKee et al., 2014, p. 129). The research also revealed clear gendered differences in young

people's sexual learning. The young men in the study reported feeling that schools and parents took the issue of young women having sex very seriously, with schools promoting young women to say no if they don't want to have sex, but not communicating the same message for young men. Young men felt they were the target of jokes from parents, particularly their fathers (McKee et al., 2014, p. 129). These findings, McKee and colleagues (2014) suggest, reveal how learning about sex is very gendered and are also indicative of the cultural narratives around young people and sex in which it is difficult to recognise young men's sexual refusals (Meenagh, 2016). The young men also stated that they did not consume popular 'lad mags' like Zoo Weekly, and more common entertainment outlets were social media (YouTube, Facebook), computer games, sport, pop music (especially rap), comedy films and television. Most young men enjoyed watching vulgar film and TV shows like Family Guy, South Park, Entourage and the Harold and Kumar films. Based on the findings from these focus groups, McKee and colleagues devised a sexual health intervention designed to reach young men using vulgar comedy. The project 'Talking Blokes' is discussed in the following case study.

Case study: Entertainment-education intervention with young men in Australia

Talking Blokes, Family Planning Queensland (FPQ)

Family Planning Queensland's 'Talking Blokes' project (2013-14) was part of a collaboration between FPQ and Alan McKee, a sexualised media expert then based at the Queensland University of Technology.[7] The work was funded as part of a Queensland government NIRAP grant, with the project aiming to normalise sexual health among young heterosexual men aged 15-20 years. The overall design and approach was to stimulate conversations to address the sexual health needs of young men in Brisbane.

The overarching aim of the project was to help young men realise that it is normal to have questions and talk about sex and relationships and that this does not always need to be serious. Adopting a culture-centred approach, the project was conceived and developed after focus group discussions with young men aged 14-16 years identified the role of vulgar comedy in young men's lives (McKee et al., 2014). An Advisory Group was established to oversee the project, with the group comprised of education and health experts. As a part of the project, FPQ initiated the development of short vulgar comedy videos for online distribution designed to reach young men with sexual health information. The project led to the development of an iPad application addressing seven topics about relationships, sexuality and sexual health. The application, called '7', was designed as a tool for sexual health professionals, youth workers, counsellors and others who support teenage boys and young men to use to help identify and address their sexual health and relationship needs.[8]

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[7] FPQ is now known as True, and Alan McKee is currently the Associate Dean of Research at the University of Technology, Sydney.

[8] 7 is available for free download at: http://www.true.org.au/Resources/shop#!/7-Funny-guys-talk-

In developing the application, the Advisory Group developed a series of questions that male stand-up comedians discussed. Topics included: education about biological aspects of sex, an understanding of consent, relationship skills, awareness and acceptance that sex can be pleasurable and competence in mediated sexuality (McKee et al., 2014, p. 132). In addition to the application, FPQ hosted a benefit show with eleven male comedians to promote the project and application (ABC, 2013).[9]

Key points: the project challenges traditional health promotion approaches that prefer the clear presentation of information, and often in deadly serious formats. However, as McKee and colleagues (2014) note the use of vulgar comedy can be challenging to health promotion agencies who may be concerned that it is inappropriate or offensive or seen as not serious or worthy. These challenges notwithstanding, the project raises important issues around the use of vulgar comedy in communicating sexual health information to young people, and young men in particular. As they suggest, embracing these qualities may increase communicative potential, especially with a group that are hard-to-reach and often not the main targets of sexual health promotion. Distributing this information via digital channels is also an important part of embracing young men's communication platforms in the digital age. As they suggest, the project also shows that it is "possible to produce material with serious educational content that does not take itself too seriousl"' and this may be an important point to consider in the development of digital resources for young people, especially young men (McKee et al., 2014, p. 136).

Culturally-relevant programming

Healthy sexual development is a significant issue for Latino people in the United States. Latinos are disproportionately affected by the HIV epidemic: in 2007 Latinos made up 15% of the US population but comprised 19% of the cumulative AIDS cases and 19% of people living with HIV (Rios-Ellis et al., 2011, p. 175). At least half of all new HIV infections are occurring among those aged less than 25 years, and adolescents are at an especially high risk. Latino high school children also report a higher prevalence of sex (52% vs. 44%), a greater likelihood of having four or more partners or sex without a condom and 70% report having sex by the twelfth grade (Rios-Ellis et al., 2011, p. 175). The Latino population also faces serious socio-economic and political marginalisation and in addition to this Rios-Ellis and colleagues (2011) have documented culturally driven gender roles (including *machismo* (masculinity expressed as sexual aggression) and *marianismo* (femininity expressed as sexual chastity and passiveness)), patterns of partner and parent-adolescent communication and traditional family interactions as playing a role in HIV and sexual health risk.

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sex/p/62799447

[9] The ABC blogpost about the event also contains a downloadable interview with FPQ Project Coordinator, Anthony Walsh: http://blogs.abc.net.au/queensland/2013/05/lets-talk-about-sex-.html?site=capricornia&program=612_weekends_with_warren

With roots in storytelling, entertainment education has also been used in sexual health interventions with young Latino people in America. Latino culture has a strong emphasis on folklore and storytelling, and different applications of entertainment education that may work in producing culturally-relevant programming include novelas (i.e. soap operas, also including theatre and performing arts), telenovelas, fotonovelas and radionovelas (Andrade et al., 2015). A vast number of studies have been carried out demonstrating the effectiveness of storytelling techniques as a method in communicating information about substance abuse and sexual risk behaviour among Latinos (see Andrade et al., 2015 for an excellent review of this research). In the US, migrant Latino youth are a growing population experiencing multiple health disparities and marginalisation, are hard-to-reach with health communication and face issues accessing prevention services and messages. Some of the barriers include poverty, language, literacy, health literacy, mistrust, immigration status and cultural barriers. However, many own smartphones and go online at similar or even higher rates than other Americans. This led Andrade and colleagues to actively engage with Latino youth on the development and filming of an webnovela called *Victor and Erika* as part of the *Adelante* Positive Youth Development (PYD) intervention, which is described in the following case study. While the intervention has been developed in the US for Latino youth, there may be some points of interest and relevance in the Victorian context and possible interventions with migrant communities and Indigenous cultures that likewise have a strong emphasis on folklore and storytelling. This suggestion could also be expanded upon by using participatory video-making techniques described by Mitchell and de Lange (2011), including brainstorming video and story topics and young people creating their own storyboards similar to a youth-led video-making sex education intervention in South Africa (Yang and MacEntree, 2015).

Case study: Entertainment-education intervention with young Latinos in America

***Adelante* Positive Youth Development (PYD) intervention & Victor and Erica webnovela**

The *Adelante* Youth Development Project and Victor and Erica webnovelas first commenced in 2013. The intervention is a collaboration between the *Adelante* social marketing organisation (*adelante* means 'forward' in Spanish) and a university-community collaboration between the Avance Center for the Advancement of Immigrant/Refugee Health and George Washington University (Washington, DC). The intervention uses a youth-driven methodology the engage Latino migrant youth in the program, disseminate prevention messages and increase recognition of the *Adelante* brand among Latino youth. The community-based intervention is in Langley Park, Maryland, on the outskirts of Washington, DC. The work was funded under a grant from the National Institute on Minority Health and Health Disparities.

The overarching aim of the intervention is to act as an educational and capacity building program for Latino youth, with the overarching theme of 'turning a corner' (also in line with

the *Adelante* brand). The idea guiding the intervention is that "at-risk youth find themselves at a point in life where they can continue down the same street they are on or they can turn a corner to a better life" (Andrade et al., 2015, p. 1467). It employed the Centers for Disease Control social-ecological model as the framework for substance abuse and sexual health risk behaviour prevention activities (CDC, 2015). The intervention led to the development of a six-episode web-based series that follows the lives of two immigrant Latino teenagers living in Langley Park (Victor, aged almost 17 years and his girlfriend Erika, aged 15 years). The webnovelas are a series of dramatic stories about the everyday lives and struggles of Latino teenagers and choices they must make about risk behaviours including sex, unintended pregnancy, fidelity, trust, family dynamics, immigration status, violence, school dropout, respect, home life, and poverty (Andrade et al., 2015). Adopting a youth participatory approach, Latino youth were actively involved in all stages of the production process for the webnovelas. Working with facilitators, young people defined the concepts underlying the series as part of focus group discussions with 13-19-year-olds. They also co-created scripts and video content as writers, actors, film crew and promoters of the series.[10] Thirty-Four Latino youth were involved in the project, 20 worked on formative research around character development and 14 worked on creative development and enactment of the episodes.

Key points: the intervention is unique for the level of youth engagement and involvement, with the resources being co-designed, developed and promoted by young people for young people. It also recognises that young people are increasingly present online, and that even the most digitally marginalised young people often have access to smartphones and can view content like short webnovelas and engage in social media. Youth promotion (and especially via social media) also means that the resources have the potential to reach vulnerable groups like Latino migrants who are often a hard group to reach in terms of preventions programs and messaging. Digital resources also recognise that young people cannot always travel to community centres etc. for in-person after school and outreach programs and activities (e.g. they may live in an unsafe community, not have money for public transport, or face time or family constraints) and constraints at community centres (staff or space) - online prevention activities can be useful in such contexts. Social media promotion also means that young people can access prevention information and interact with their peers. More importantly, as Andrade and colleagues (2015, p. 1470) note, young people respond to video and other entertainment formats because they do not seem to be like a sexual health class but more like entertainment and as a storytelling mode it is both engaging and culturally appropriate.

[10] The episodes are between 4 and 12.5 minutes and have been uploaded to *Adelante's* YouTube channel. The webnovelas are available for viewing at:
https://www.youtube.com/watch?v=ECgcFQZ0J_0&list=PLv2oWILP0yQ28U7wfgtgGAEhEn3Llj9xf

There have been other noteworthy interventions in entertainment education. This includes *Lucidity*, an interactive narrative-based digital game about sexual violence (Gilliam et al., 2016). The concept for this digital game was developed by high school aged young people during workshops, with the game then designed by a games-based University lab. The storyline centres on a young woman, Zaria, who remembers a past sexual assault and follows a nonlinear narrative leading to two different outcomes based on choices made during game play. Follow up interviews found that after playing the game, almost all game players had initiated a conversation about sexual violence with a parent, peer and/or teacher, leading Gilliam and colleagues (2016) to suggest that game-based interventions like *Lucidity* may present an innovative approach for introducing issues of sexual violence and facilitating communication with adults and peers about sexual violence and sexual health issues. Other multimedia tools developed for classroom settings include *PR:EPARe* (a digital game addressing sexual coercion) and *SeCZ TaLK* about sexuality and intimate relationships (Arnab et al., 2013; van der Stege et al., 2010).

Let's talk about sex: Respectful relationships programs focusing on intergenerational communication

There have been several notable respectful relationship interventions focusing on communication, either between sex partners or parents and adolescents. Most interventions in this area tend to follow the more traditional formats of workshops, but are discussed in this review as innovative programs in this area have turned away from the deficit approach that informs most programming to explore family-focused, family-based programming focusing on more positive cultural traits that can act to build community structures, resilience and cultural capital.

Rompe el Silencio (Break the Silence) is a culturally relevant sexual health intervention with Latino youth.[11] The *machismo/marianismo* dyad discussed earlier not only structures Latino sexual behaviour, being linked with multiple partners, unprotected sex and women and young women facing unwelcome sexual pressure and an imbalance of power in sexual relationships but also leads to the avoidance of discussions about sex between both partners and parents and adolescents. As a result, Latino parents often have trouble talking about sex with their children and Latina women struggle to talk about sex with their family and sex partners. Drawing on aspects of Hispanic culture that could be viewed as having positive aspects for reducing this risk, *Rompe el Silencio* (Break the Silence) was an intervention designed to work with Latina intergenerational family dyads on increasing sexual communication (Rios-Ellis et al., 2011). The intervention was designed around the

[11] *Cuidate!* is another high-quality culturally relevant sexual health intervention with Latino youth, however this program focuses on improving communication with sexual partners and not within the family (Feutz and Andersen, 2013). Resources developed by the *Cuidate!* program include three manuals (Implementation Manual, Train the Facilitator Manual and the Facilitator's Curriculum Manual) and ancillary materials such as CDs, videos, posters and handouts - for more information see Feutz and Andersen, 2013.

cultural concepts of *familismo* (emphasises the family unit) and *respeto* (respect for elders and authority), which are highly valued in Latino cultures. In considering the program framework, Rios-Ellis and colleagues (2011) argued that by utilizing these concepts, Latino parents had the potential to make a positive impact on their children's sexual health knowledge but also open avenues for dialogue and trust building between parents and adolescents. In designing a culturally relevant program, the concepts of *familismo* and *respeto* were critical constructs in creating this intergenerational intervention as it was believed that these concepts would be play an important role in communication between parents and adolescents. The program also focuses on reinforcing positive cultural values that may influence sexual health rather than focusing on negative ones like *machismo* and *marianismo*.

Case study: Female-focused intergenerational intervention with Latino women in America

***Rompe el Silencio* (Break the Silence)**

By employing community and assets-based cultural strategies, *Rompe el Silencio* was designed to capitalise on factors related to Latino resiliency (Rios-Ellis et al., 2011). The program received funding to work with women exclusively, which limited overall impact and the possibility to reinforce family and the possible protective factors associated with *machismo* with the inclusion of men. The program worked with Latino women aged 12 and above.

After focus group discussions with potential program participants, researchers found that one of the most pressing issues for sexual health prevention was how families communicate about sex and challenges to communication. Adult women faced difficulties engaging in clear communication with partners and their children and did not feel prepared for discussions. Many parents were not comfortable talking with their children about sex and as a result, they used sexual-based fear tactics for lack of better sexual communication skills (Rios-Ellis et al., 2011, p. 178). A family based intervention that could incorporate multiple generations was piloted with sessions held in local schools and community centres. Resources include training manuals and materials for interactive lectures and group discussions, mother-daughter role-plays and age-differentiated breakout sessions. The program led to positive outcomes with participants reporting increases in communication with equal initiation of sexual risk and sexuality-related discussions by young people and parents (Rios-Ellis et al., 2011, p. 182).

Key points: While this is ostensibly not a digitally oriented resource or program, young women participating in the program highlighted the need to incorporate additional elements such as film, theatre or music to keep them engaged and appeal to visual learners (Rios Ellis et al., 2011, p. 183). The program is highlighted as it pinpoints a critical area of

sexual health and relationships intervention that is currently unmet in Australia. In this sense, the program could possibly be adapted to the Australian context, and help in meeting an existing need for improving intergenerational communication among Australian parents and adolescents, as the review has found a significant gap in resources and programs in this area. It also provides a theoretically informed framework and approach for developing culturally-relevant interventions and may be considered for adaptation with migrant communities and Indigenous cultures as well. An intervention of this kind could also build on and extend the excellent work already undertaken in the Safer Sexual Lives Program focusing on sexuality and relationship education for adults with an intellectual disability (Frawley and Bigby, 2014) and Walsh's work on *The Practical Guide to Love, Sex and Relationships* (ARCSHS, 2015). While this resource has been designed for use in school contexts, it lends itself to use in non-school contexts.

4. Broader Legislative Context

Respectful relationships education and violence prevention work occurs within a broader legal context. Indeed, programs and resources are implicitly designed to be consistent with local laws, especially regarding sexual consent, and many programs and resources seek to directly communicate legal boundaries for a youth audience (see for example, *Out of Bounds*, discussed in the compendium at Appendix 2). A consistent challenge in this field however, remains how to effectively communicate a complex set of legal frameworks to young people in accessible language. One approach to best address this challenge is to take a participatory design approach in any resources and information developed; such that young people themselves are consulted with and involved in framing the language and communication of the resources (Cammarota and Fine, 2008).

While there is little published research examining the effectiveness of legal education in the prevention of sexual and relationship violence, there are some challenges identified in past research that is also of relevance here. As identified by Australian criminologist Moira Carmody (2003, 2008, 2010), for example, the framework underpinning many sexual violence prevention programs is to stop unethical sexual behaviour by telling young people what *not* to do. However, Carmody argues that this is not necessarily the most effective messaging on which to base sexual violence prevention education. Rather, she advocates for a framework that is positively oriented towards promoting ethical sexual negotiations (see Carmody and Ovendon, 2013). This research is further supported by the work of Anastasia Powell (2010), Melissa Burkett (2015) and Amy Sheilds-Dobson (2016) in Australia, Louisa Allen (2005; 2007; 2011) in New Zealand and Julia Hurst (2013) in the UK. Many of these studies which have involved speaking with young people about their own information needs from sexuality education more broadly, have consistently heard the same message: young people want more information on the social and relational aspects of negotiating sex and consent. In short, education must do more than merely enforce legal boundaries or inform

about the 'mechanics' of sex.

Nonetheless, while sexual violence prevention, and indeed respectful relationships education more broadly, may be best served by adopting a positively framed approach; resources must also ensure that they are consistent with and informed by the relevant legislation in the Australian context. As such, the remainder of this section provides a summative overview of the key criminal legislative frameworks in Australian states and territories (as of January, 2017) across five relevant areas: offences relating to sexual assault and rape; definitions of sexual consent; offences relating to child pornography and child exploitation material; offences relating to image based sexual abuse; and offences relating to pornography more broadly (e.g. objectionable materials and classification acts). Further detailed information is included in Appendices.

Criminal law offences relating to sexual assault and rape

Most states and territories differentiate between acts of rape and sexual assault in criminal law (see Table 5 at Appendix 3). Federal legislation defines rape as a crime against humanity, and places the federal definition in international contexts. The federal legislation is contained within division 268 of the Criminal Code Act 1995 which deals with mass atrocity crimes (e.g. genocide and war crimes), with the federal legislation creating offences of international concerns and jurisdiction.[12] As such, state and territory legislation is the most relevant when understanding various sexual offences across Australia.

In the state and territory criminal codes, rape is defined as sexual activity, more typically sexual penetration, without consent. It should be noted that New South Wales, Western Australia, the Northern Territory and Australian Capital Territory no longer have an offence for rape. Crimes in lieu of rape include 'sexual penetration without consent' (WA) and 'sexual intercourse without consent' (NT & ACT). In the NSW criminal code, sexual assault also refers to sexual penetration without consent, which encompasses definitions of rape in other Australian jurisdictions.

Sexual assault, indecent assault (South Australia) or gross indecency (Northern Territory) is legislated against in every state and territory, except for Western Australia, which defines sexual offences as sexual penetration without consent only. As a result, Western Australia is limited in its capacity to define and prosecute sexual assault beyond this very narrow scope. Across Australia, the states and territories have enacted legislation against sexual assault and aggravated sexual assault, with the latter offence distinguishing circumstances where further bodily harm occurs in the commission of the crime.

[12] Division 268 of the federal criminal code contains provisions on genocide, murder, extermination, enslavement, the forcible transfer of populations, deprivation of physical liberty, torture and sexual slavery, and as such federal rape and sexual assault laws can be read in this context.

In addition to this, Victoria, South Australia, Western Australia and the Northern Territory legislate against compelling or coercing sexual behaviour, including sexual self-manipulation. However, these types of sexual offences are not applicable in New South Wales, Queensland, Tasmania and the Australian Capital Territory. It should also be noted that some states, particularly Victoria and Tasmania, are undergoing law reform regarding sexual offences. It is expected that these definitions will change because of law reform.

Criminal law definitions of consent

Across Australia, criminal law definitions of consent to sexual activity is defined as having free and voluntary agreement (for more information see Table 4 at Appendix 3). Most states and territories have similar circumstances in which a person does not consent to sexual activity. This includes:

- a person's age;
- cognitive incapacity (i.e. a person is incapable of understanding the sexual nature of the act);
- use of threat, intimidation, coercion or force;
- exercise of authority;
- a person does not say or do anything to indicate consent; and
- being asleep, unconscious or so affected by alcohol or another drug that the person is incapable of freely agreeing and consenting to the act.

Criminal law offences relating to child pornography and child exploitation material

The possession, production and distribution of child exploitation material (also known as child pornography and, more broadly, child abuse material) is legislated against across Australia (see Table 6 at Appendix 3). Child exploitation material offences are punishable by imprisonment. Some states, such as Victoria, have specific offences pertaining to the development of child pornography websites. Federal legislation contains offences specific to the use of a carriage service to produce, distribute or possess child exploitation material.[13] It should be noted that these federal laws may apply to practices such as 'sexting' and image based abuse in Australia.

Criminal law offences relating to sexting and image based sexual abuse

Except for South Australia and Victoria, which recently amended their legislation, 'sexting' and image based sexual abuse are not specifically defined in Australian legislation (see Table

[13] Carriage service incorporates telecommunications services like telephone, internet and voice over internet protocol services.

7 at Appendix 3).[14] In Victoria new offences were created for the distribution of an intimate image (s. 41DA) and threats to distribute this, which is seen as a form of coercion (s. 41DB). As noted in Victoria's inquiry into sexting, young people may be criminalised under existing child pornography laws (see section below) (Law Reform Committee, 2013). Exceptions were also created in Victoria's criminal code to cover non-predatory and non-exploitative sexting with this exempting young people who engage in consensual sexting from being treated as child pornography offences (see s. 70AAA, *Crimes Act 1958 (Vic)* - detailed in Table 6, Appendix 3).

A range of laws can be applied to the practices of sexting, image based abuse or the distribution of 'revenge pornography'. Depending on the state or territory, the laws applicable to sexting range from telecommunications offences to indecent filming offences, and child pornography laws. Specific offences include:

- filming a person engaged in a private act or their genital region,
- distributing or threatening to distribute intimate images, and;
- installing a device to facilitate filming.

It should be noted that Tasmania and Western Australia do not have specific offences that could apply to sexting or image based abuse. Currently, these two states rely on child pornography legislation and/or Federal legislation. Commonwealth legislation carries laws creating offences to use a carriage service to menace harass or cause offence, which could be applicable to cases of sexting and image based abuse across Australia (see Table 7, Appendix 3, for applicable federal legislation).

Several government inquiries on this issue have proposed to develop state and federal legislation concerning image based abuse. For example, revenge pornography is likely to be criminalised in New South Wales and Western Australia. It is therefore also possible that other states will follow these developments and consider legislating for these offences in the future.

Criminal law offences relating to pornography more broadly (e.g. objectionable materials and classification acts)

In Australia, it is illegal to exhibit, produce or sell film or 'objectionable material' that is unclassified, or has been classified as RC (refused classification, commonly referred to as 'banned' material, see Table 8, Appendix 3).[15] This is applicable across all jurisdictions in Australia with punishments ranging from fines to imprisonment. Penalties increase if the

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[14] Victoria amended its Summary Offences and Crimes Act in 2014, and South Australia amended its Summary Offences Act in 2016.

[15] Objectionable material is usually defined as materials dealing with matters of sex, drug addiction, crime, cruelty or violence in a way that is likely to cause offence to a reasonable adult (Sullivan, 1997, p. 139).

material depicts a person under the age of 16 or 17 years (such as child pornography) or is shown to a someone under the age of 16 or 17 years.[16]

Classification legislation has the potential to apply to image based abuse where content that could be considered objectionable material is distributed or shown to peers or other children. Because these laws are largely not specific to pornography, the legislation in the various Classification Acts across Australia would likely apply in tandem with other laws described in the sections above.

5. Recommendations for future resource development

The programs and interventions discussed in this report draw out some of the more complex issues and understandings of power relations shaping research and programming with young people. Traditionally, young people are often seen as 'at risk' either from themselves and/or adults; as 'problems' that need to be managed or 'incomplete' because they are not yet adults (Allen, 2008). In programs and research, young people become the passive objects or study and targets for intervention by adults (adult-centred methodology). However, many of the innovative education and prevention approaches reviewed here represent a more critical perspective, and clearly view young people as social agents and as active meaning makers in their lives, albeit on differing scales of inclusion. The unique approach taken in these forms of respectful relationships education and violence prevention resources means that they do not see young people as passive recipients of programs designed by adults - rather, young people are acknowledged as the 'experts' on and in their lives and as such are part of a youth-centred methodology in resource development. This is an overriding principle for design of digital tools and resources in respectful relationships education and violence prevention that is key to guiding our recommendations arising from this review.

Our key recommendations respond to six broad themes that we believe should guide both the content and process of development of digital tools and resources in respectful relationships education and violence prevention. These are: (1) employ participatory design and action research models; (2) recognise the realities of young people's digital lives; (3) adhere to proven practice principles in education and violence prevention; (4) engage with and strengthen the significant supports in young people's lives; (5) tackle problematic gender norms and stereotypes; and (6) engage in research, policy and legal advocacy and leadership. Each of these overarching recommendations is further elaborated on below.

[16] This is based on the legal age of consent, which varies across the state and territories. The legal age of consensual sex is 16 years of age in the Australian Capital Territory, New South Wales, Northern Territory, Queensland, Victoria and Western Australia. The age of consent is 17 years in South Australia and Tasmania.

Employ Participatory Design & Action Research Models

- Interventions, programs and resources need to recognise children's rights and youth-centred methodologies - incorporating youth voices and actively involving children and young people in the design from conception stage. Successful interventions in this area have been developed with and by the inclusion and involvement of young people at all stages of the project.

- Facilitate the inclusion of youth voices through qualitative research with young people - to identify their experiences, and what they would like to see developed in their own words as well as involving young people in messaging, content development and pilot testing.

- Employ participatory design methodology in the development of resources to ensure that young people themselves are involved in guiding the language used to express particularly complex legal information about consent.

Recognise the Realities of Young People's Digital Lives

- Need to shift from 'risk' and 'abstinence' frameworks that stigmatise and marginalise young people's consensual sexual relationships by placing young people's sexual health, relational wellbeing, and the promotion of positive relationships at the centre of interventions and resource development.

- Recognise young people as 'digital natives' and respond by incorporating different digital delivery platforms and multi-media resources and interventions. This paradigm shift would incorporate significant changes in pedagogic practice and move away from didactic modes of delivery. Instead, alternative methods such as webnovelas, digital games, memes, magazines, TV shows, alternate reality games, videos need to be accommodated.

- Interventions and resources need to be formed drawing on story-telling techniques and narrative based methods. As part of this approach, resources can also adopt 'educational entertainment' models and not simply be framed as imparting 'scientific knowledge' on sex, reproduction and biology.

Adhere to proven practice principles in education and violence prevention

- These principles include being theory-based, comprehensive in coverage and sufficient in 'dosage' or exposure (meaning that there is sustained engagement with

content rather than a one-off information exposure), age appropriate, socioculturally relevant and contextualised to local communities/settings, incorporating participatory design approaches and drawing on varied teaching and/or content and strengths based approaches, engaging well-trained and supported staff/trainers and including an outcome evaluation.

Engage with and strengthen the significant supports in young people's lives

- Provide parents and guardians with better support (materials, program and guidance) - developing adult sexual literacy is key in developing young people's sexual literacy.

- Consider qualitative research with parents - to better identify the needs and norms within the diverse Victorian community.

- Work with significant role models and mentors in public life, including entertainment media producers, celebrities and comedians etc.

Tackle problematic gender norms and stereotypes

- Education and prevention resources need to challenge victim-blaming and 'slut-shaming', particularly in response to image-based sexual abuse.

- Adopt a sex-positive approach, which challenges normative judgements on female sexual expression, and encourages young people to make decisions about ethical sex regarding their own and their partners' sexual desires.

Engage in research, policy and legal advocacy and leadership

- Promote quantitative and qualitative research such as the EU Kids Online project for adaptation in Australia to respond to the gap in information on Australian children's perceptions and experiences online.

- Support evidence-based policy and interventions and resource development by openly sharing knowledge and conducting transparent evaluations.

- Participate in advocacy for legal reform affecting young people, such as legislative frameworks guiding responses to sexting (consensual image-sharing) and image-based sexual abuse.

- Work with young people to support their own participation in advocacy on these issues.

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