Project Title: Safety in Schools: Exploring boys’ views about their own and girls’ safety.

Interview date, time, location: 25.11.2024, 8:30 -10:30, face-to-face.

Interviewer: I (“I”)

Interviewees[[1]](#footnote-1): Participant 1 (“Milo”) Age: Year 10 boy

Participant 2 (“Leo”) Age: Year 10 boy

Participant 3 (“Max”) Age: Year 10 boy

Participant 4 (“Ryan ”) Age: Year 10 boy

Participant 5 (“Kai”) Age: Year 10 boy

**INTRODUCTORY ACTIVITY#**

NB: Introductory activity was not included in dataset.

MILO: What were the questions?  
  
I: Three things that describe your school and then three things that describe being a year 10 boy.

LEO: All in one post it note?

I: One on one post it note and the other post on the other post it note,

LEO: So one for year 10 and one for school?

I: yeah… so it might look like this

MILO: How is everyone still got biscuits left, I ate them all

I: OK…I think I gave you the wrong number of post it notes. OK. And then if you can put them on the table, like around.

MAX: I only did one, I need to think another one.

I: OK, that's all right, don’t worry… If you can't think of three, don't worry…Right. Are we all done? Or you’re still thinking?  
  
LEO: 'Cause if you could kinda put the same things for both of them

I: OK, that's fine. We'll talk about them in a minute…We're gonna put them on here. So we’re going to put being a year 10 boy on this side and the ones for your school over here.

MILO: Is that what you’ve written?

LEO: Yeah.

I: Right…And now I remember why I wanted them on different post it next so I could group them together. OK… so it looks like we've got good school, we've got, basically there's nice people and it can be fun and you can have a good time, but it's also sometimes a bit boring and you sometimes and you sometimes have a lot of tests. You feel like you're going over the same stuff over and over again. Is that right? What repetitive means?

MAX: Yeah.

I: And it might be a bit useless. Oh dear. But overall? There's a mixed picture, really, isn't it? So we've got some good things and some things that are not so good. Does that sound about right?

LEO & MAX: Yeah.

I: OK. And in terms of being a year 10 boy so being a year 10 boy involves a lot of homework and tests. Oh, I'm sorry to hear that, but yeah. And having lots of friends. So that's good. Again, we've got that idea of it being fun. And lots of banter. Good. I love that you've all put fun. That's really nice. Sometimes it can be hard work, sometimes it's quite tricky. Lots of…

LEO: brain rot

MAX: you’re definitely the one that put that.

I: Does anybody want to talk about brain rot and what that means for them?

MAX: stupid words they say Miss.

RYAN: It’s literally nothing

MILO: It’s like…

LEO: It's like, have you seen like things on Tiktok. Like

MILO: it's random.

LEO: Maybe like, your children, see like weird stuff on Tiktok that are just like they're stupid. Like, that's there's a thing called skibby toilet.

I: Oh, OK. Right, right.

LEO: It's like, really stupid things that make no sense. OK. But but it gets really popular. So it just rots people's brains.

I: I see… OK, OK. And that is an integral part of being a year 10 boy, right?

MAX: Yeah.

MILO: (laughing) Yeah.

I: OK.

LEO: It’s probably like every day.

I: OK, cool. Good. Thank you for explaining that. That makes sense. Thinking about your future. Yeah, brilliant. OK, good. I'm just gonna collect those then. Thank you….And then these ones, I think I'm gonna ask you to do it slightly differently just to keep us all on our toes. So what I would like you to think about now is…On these. Sorry, these three pieces of paper. So you're going to do one thing each post it. You're going to write three things that contribute to the safety of year 10 boys in school.

MAX: so you write one?

I: Yeah, one on each. And then let me see… like this. (writing) Three things that do not contribute to the safety of Year 10 boys. The yellow ones, you're gonna write three things that contribute to safety of year ten boys and on the blue ones you're going to write three things that do not contribute to the safety of year 10 boys in school. One on each one.

MAX: I'm gonna do like this (stacking post-its with the same thing written on them on top of each other).

LEO: Nah.

I: Yeah, you can do that if you want, if you've got the same thing. Yeah, that's fine. Put the same things on the same ones. Yeah, that’s fine.

[muffled]

MILO: We do not have a lock down drill.

LEO: Yeah, we don't have it.

MAX: Yeah, there is at school.

MILO: We’ve never done it.

MAX: Yeah. Like if someone, like…

RYAN: Yeah, remember one time we went into lock down because that bee got in…

LEO: I put parents but of course, parents are not at school and this is supposed to be in school.

I: OK. Don’t worry that’s alright. So you do you lockdown drills sometimes?

MAX: Nah, but I think there is one…

MILO: They said they would but they never did it.

I: They just did one at my kids’ primary school…

LEO: We had to go into lockdown because a bee got loose or something…I don’t remember exactly…

KAI: At another local school there was a guy who came to the front of the school with like a knife or something.

MILO: Do you remember when you stepped on a bee in English and the teacher had a go at you?

MAX: Oh yeah, but I thought it was a spider….

MAX: I don't know what site makes kids unsafe.

MILO: Roadmen

I: Yeah, things that make you feel unsafe at school or that might make a year 10 boy feel unsafe at school.

MILO: Could that be one? (shows I post-it)

I: Yeah. Yeah.

LEO: Bullies?

MAX: You’ve spelt it wrong

I: No, it's fine, it’s fine, don’t worry. We know what you mean – it’s not a test.

MAX: Mad people.

LEO: that’s the same thing as bullies, mean people….

13.33 I: Right. OK. So if we look at the contribute to safety of the 10 boys, first we've got gates and fences. Yeah. So does someone want to tell me how they contribute to safety

MAX: prevent just random people walking through school.

I: OK, good. And safeguarding and teachers at school. Does anyone want to tell me about that? How does that keep you safe?

LEO: Like if something was happening.

MILO: Yeah, you can always just talk.

I: Yeah. OK. And you feel like there are teachers in school that you can talk to and you could trust if something was going wrong and you needed help.

LEO: Yeah. (others nodding)

I: OK, good. So teachers, I'm going to put in with that as well. So it's kind of like the adults in the school who help to keep it safe. Fire alarms and lockdown bell. I'm going to put those ones together. So that's... Does someone want to tell me About that and maybe buildings? Do you think that buildings goes in with that? I don't know? Tell me about lockdown bells fire alarms.

LEO: I don’t know it’s just so, you know that there's like something going on.

I: Yeah. So if there were any big incidents, you know that there's a procedure to keep everyone safe there. OK, good…And buildings. Who wrote this?

MILO: Me.

I: OK. How does that keep you safe?

MILO: So, like you're inside so if it’s windy on that day you don’t get blown away.

I: OK, cool. Good, fine. Fair enough. You're not learning on the field. Nice. And then. Friends, how do friends contribute to safety?

MILO: You can always talk to them. They can relate to you as well.

I: OK, so if you’ve got any kind of problems in school? You've got people you can talk to… is parents? Kind of similar thing.

LEO: Yeah.

15:15

I: OK. And then [muffled] can go in there. All right, great. So we've kind of got, like, the layout of the school there, the buildings and everything. We've got the teachers in it and then we've got, like, the sort of procedures. And then we’ve got friends? Yeah, good. Nice. So then things that do not contribute to safety….bullies? I think that's fairly self-explanatory. Does anyone want to say anything about bullies?...Not really?

MAX: Can I add an extra bully?

I: Ok go on then. So everyone agrees that bullies are something that can make you feel unsafe in schools. Fair enough. Fake friends. What does that mean? Does someone wants to tell me a bit more about fake friends, what they were thinking there. Yeah, go on.

LEO: Like when you tell a friend something like in trust and they just start going around telling or like, making things up about you or something.

I: Oh, OK. And then also, like people who might say things about you behind your back or spread rumours about you that aren't true? OK. And I guess there's bad friends who wrote bad friends?

KAI: I put that one there.

I: Is that kind of similar?

KAI: Yeah, the same kind of idea.

I: Alright then mean people. How does mean people different to bullies? Or is it fairly similar? What do we mean by that?

MILO: Think mean people could be like they try, they like try and act like your friend but they're like really, really like mean. Or something, I think. I didn’t write that one down.

I: Ok, so it might be a bit different to bullying. How would it be different to bullying then?  
  
MILO: Like crossing the line, I think.

I: What do you mean? What do you mean?

MILO: They could take a bit too far.

I: Oh, OK. So it would be like, whereas bullying might be like sort of specific things, is that what you're thinking? Mean people would just be people who kind of weren't kind in the way they were interacting with you and that kind of thing,

MILO: yeah

I: OK. Bad teachers, tell me about bad teachers. How could they make you feel unsafe? Once you finish your biscuit, we'll wait. Don't worry.

LEO: There was a teacher who grabbed me, there was a fire alarm. And then you're not supposed to have your coats on, but I already have my coat on, so this teacher grabs me and is like, take your coat off. I'm, like, but sir, I'm gonna die basically because of, let's say there was a real fire, it's taking me more time to take it off. Then he just grabs me, and I have to take my coat off and go anyway.

MAX: He was standing there for 5 minutes saying, sir it's going to take more time. Take it off. It's going to take longer. Take it off. They’re just standing there.

I: All right, so sometimes…teachers can be so fixed on the rules and not have a lot of flexibility, even though the situation might have been better lended to just like flexibility, yeah?

KAI: I also saw a teacher like shoot someone with a nerf gun.

MILO: I remember. Yeah, I remember.

KAI: Was it you?

MILO: Yeah. She shot at me. Yeah,

LEO: That was not a bad teacher.

MAX: Yeah, she was a good teacher and it was a game.

I: Ok. All right. So, there's kind of little things that happen, right? So are there any other ways like in sort of normal lessons where teachers sometimes where sometimes you don't feel that as safe in a lesson as you might or not really?

LEO: with Subs [substitute teachers] because they think they know what they're doing but they kind of don’t.

I: OK. So sometimes there can be that kind of slight feeling of not being as secure as you feel like you might be with a normal teacher who knows what's going on. Yeah. OK. And then Mandem and Roadmen? Yeah. What so tell me about it?

MILO: So some of them might carry around knives,

I: OK. Oh yeah, yeah.

MILO: Kind of bad. And it's a bit scary.

I: All right. Does that happen in school much?

MILO: There was an incident, but I don't think it happens often

I: OK. All right. Ok, I think it was better writing them on individual posts it notes…OK. Does anybody need to get a drink?

**SCENARIOS – start of dataset**

Scenario 1

I: All right, so we are going to move on then to talking about the scenarios and what I'm going to do is I have five in total, and I'm going to give you each one, and I will also read them aloud and then I'm going to give you like a little minute or two to think about um, that situation, and if you want, you can make notes in your notebooks or also, but you don't have to. And also if because you know, like when you're talking about things, sometimes you think of something, but you can't say it at that moment because someone else is talking. Feel free to write down a little note to remind yourself, probably you guys with young minds don't need to do that. It's just me who always forgets everything unless I write it down. Speaking of which, I need my notebook. But yeah, that that's what they're for. If you do want to make any notes or anything. So yeah, and then the thing I'm going to ask you about each one: Are how would a typical year 10 boy respond to this situation? How could this situation make girls or boys and boys feel unsafe or not? What action could be taken to make this situation safer for boys or girls and what might the outcome of these actions be OK? So just letting you know. Alright then. All right, scenario one. And just to remind you, these are all things that girls have said in research, like they're almost taken exactly from research about things that girls have said that make them feel unsafe in schools, Amy walks down the corridor wearing a short skirt. Raheem makes a sexual gesture at her and laughs as she walks past. Amy complaints to the teacher in her next lesson, the teacher tells her she might want to cover up to avoid that kind of attention next time. So I'll just give you a little minute to think about that and then we will start.

OK, 30 seconds more of writing and thinking time, and then we'll talk, OK.

All right, so I'm just going to read it again and then we'll discuss it. So Amy walks down the corridor wearing a short skirt. Raheem makes a sexual gesture at her and laughs as she walks past. Amy complains to the teacher in her next lesson, the teacher tells her she might want to cover up to avoid that kind of attention next time. So. How do you think that a typical year, 10 boy would respond to that situation?

LEO: Are you asking like what we would do if we saw that or like what we think about it?

I: it's up to you I suppose. Yeah, I suppose things that you might want to think about are, you know, how the different people in that situation, how they might respond. How would a typical year, 10 boy would respond if they saw that happening, how might they respond if that Amy was their friend and she told them that that had happened to her, to her, those kind of things.

LEO: I mean, like, she should be Ile to wear what she wants. But she's got to, like, see where it's coming from as well.

MAX: That’s what I was thinking as well.

LEO: Yeah, like the school skirt’s normally longer, but you know, most of the girls roll them up, like they know why they do that. And when they get, like, comments about it, they act like all surprised.

I: OK. So you think you think that's something that a typical year 10 boy would see in school would be kind of year 10 girls with their skirts rolled right up and being upset when comments were made.

MILO: Yeah, it was also like, they're both in the wrong with, but they were also like, yeah,

RYAN: I've said the teacher has a point, but it's still not right.

MAX: That's why I put it as well.

LEO: Yeah. And the teacher shouldn't really like comment about it.

MILO: Yeah, that's what I was gonna say. The teachers has no right to say that.

I: OK, so tell me about that. Why?

MILO: Because, like, obviously it’s her choice but it like different…

I: And yeah, so it's kind of tricky, isn't it? Because on the one hand am I right in thinking that there's a kind of sense that if you roll your skirt up like that, then that is gonna attract attention. But also you guys recognise that you know, people can dress how they want.

Participants: Yeah.

I: But then. How about Raheem's actions in this scenario?

LEO: It depends like what the gesture was also,

I: mm hmm. What do you mean?

LEO: Like if it was something like serious, or just like just a little joke, but he still shouldn't have done it though.

I: OK, so how can you how can you tell? How can you distinguish between something that's serious or a little joke do you think?

LEO: It also depends on the context. Like if they're friends.

I: So between friends, what? It might be more because it would be understood as a joke by both sides. You think, OK, how do you think Amy feels then in this situation.  
  
MILO: Uncomfortable.

I: Why does she feel uncomfortable?

MILO: Because, obviously, she reported it, that means that she feels uncomfortable because someone just made a sexual gesture when she was walking past.

I: Yeah. So you think that because she's reported it, that suggests that she feels uncomfortable?

MAX: She probably feels like attacked because something's happened to her and she's went to people who are, like, supposed to be on her side, like safeguarding people, and they've just, like basically said the same thing back to her.

I: That's interesting, linking to that idea that we talked about earlier of teachers being kind of responsible for keeping people safe. Do you think there's a sense that maybe the teacher hasn't done that?

MAX: Yeah

I: Possibly in this situation I'm seeing heads nodding. Yeah. OK. So there's a sense that, so Amy's kind of feeling unsafe because possibly because this gesture has obviously made her feel uncomfortable to the point where she's reported it to a teacher. But there's also a sense where you're kind of ,from a boy's point of view, thinking yeah, not that she's asking for it, but that, you know, there is a certain something that comes with walking around wearing a short skirt maybe. Even though you recognise that there is a that everyone has a right to dress how they want, does that sound right? Yeah.

Participants: Yeah

I: What do you think, if we think About this situation, what do you think could happen? What action could be taken to make it safer for boys, let's say first, what could happen to make this situation safer for boys?

LEO: I don't think there's really anything harmful for the boys, right here? Because, like, obviously they didn’t even talk to the guy, they just talked to girl to, like, fix up.

Participants: Yeah.

I: OK, so actually in this situation, it doesn't feel like there's been much of a kind of problem for the boy?

LEO: Yeah.

I: OK. Anyone else got any thoughts on that?....No? OK. What action do you think could be taken to make the situation safer for girls?

MAX: I mean, not wearing such a short skirt. I know it's wrong, but it's like they can help with that.

I: Yeah. OK, yeah. Anything else that we think could make it safer for girls?

MILO: Changing the school uniform policy.

I: What sort of change would you need to see to make it safer for girls. Do you think?

MILO: Not sure

LEO: I feel like, they’d just feel more attacked at that point

MILO: Yeah, that is true.

I: Why?

MAX: Because, like if they're doing, they're obviously like dressed like that because they like how it looks or something. And then and if they're just told they're not allowed it after all of this, they're probably just going to feel like, which is more of their fault.

I: Yeah. So then, that they would might then feel that they're being blamed for that, in a way. Interesting. So potentially change the uniform. Is there anything else that could make this situation safer? Do you think for girls or boys or anything else that anyone in this situation could have done to make it safer?

MAX: Teacher probably could do a better job.

MILO: Fire the teachers [laughter].

MAX: I think he has an understandable point of telling her to cover up, but Rahim shouldn’t really be getting away with saying something like that even if she was wearing that, he had no right to say something.

RYAN: I think the teacher should ask the people who was there, if that actually happened, because they shouldn't be telling Raheem off, in case it actually didn't happen.

I: Oh, OK.

RYAN: Just you, know, ask people around, you know, did that happen?

I: Yeah. So just checking in and making sure that before anyone gets into trouble, I suppose, like they would do with any incident, just making sure that other people have seen it. What if no one has seen it, though?

RYAN: Oh, I mean, I don't you think you should punish him 'cause otherwise, if he didn't do it, then you know it's just a problem, 'cause then people can say they did that and there's no proof.

MILO: Maybe it was towards his friend instead of her.

I: Uh-huh, so it could be like a misunderstanding.

MILO: Yeah.

I: Yeah. OK. And do you think that year 10, a typical year 10 boy might worry about that quite kind of thing. Do you think that there's a kind of sense that sometimes people might accuse… like say that things have happened that haven't happened?

LEO: Probably

MAX: Yeah

RYAN: Yeah

MILO: Yeah

I: That might be something that's happened that would happen. OK. Has anyone got anything more they want to say about that or not? No. OK. And then I suppose my last question is like what might the outcome be? So I suppose we've talked a bit about what the outcome might be if the uniform policy changed, so that just kind of came up in conversation. We've talked a bit About what the outcome might be as well if Raheem got into trouble, where it might end up, you know, perhaps it was a false accusation basically. But perhaps it wasn't. And then in terms of how we're making the situation safer for Amy, we might, we've said that we would want the teacher to follow up and then we've talked About what the outcomes of that might be, OK. Good. Has anyone else got any other views or opinions that they want to share about that scenario? No. OK, great. Let's move on to the next one. Then you can keep those. Just keep them on your tables for now, I guess, and I'll pick them up at the end.

40.30 LEO: I feel like the teacher was just a bit harsh, so just the point he was getting to, I get what he was saying but it was a bit harsh.

I: What do you mean harsh?

LEO: Just a bit, inappropriate of them to say something like that

I: So that they could have been a bit more sympathetic to her?

LEO: Yeah. Yeah.

I: OK. What, what difference do you think that might have had to Amy, if they'd been more sympathetic, how do you think she would have felt in that situation?

LEO: Probably would have understood it more. He could have just asked her to, ah, could you lower your skirt or something, instead of… just, saying it in a different way to get to the same point, it kind of makes a difference.

I: OK, so he could have handled it a bit more sensitively.

LEO: Yeah.

SCENARIO 2

I: OK. Alright [passing out next scenario] Alright, next one then.

Other boys at school regularly refer to girls as sluts or bitches If anyone asks them about it, they say it's just a joke and the girls don't mind. But there is one teacher who gets really angry if they hear anyone using those words, they usually give the person who said it a detention and call their parents about it.

Ok, So we'll do the same. We'll have a couple of minutes just to think about it, about the questions that we talked about. And then we will discuss.

I: Alright, So what do we think? Oh, I'll read it again. Other boys at school regularly refer to girls as sluts or bitches. If anyone asks them about it, they say it's just a joke and the girls don't mind but there is one teacher who gets really angry if they hear anyone using those words, they usually give the person who said a detention and call their parents about it.

So what do you think? How would a typical year 10 boy respond to this situation? So, I guess maybe then we can think about, if a typical year 10 boy saw his friends talking to girls like that and said it was just a joke, what would they think? That can be a first thing and then maybe about the teacher? Yeah. What do you think they would think? Do you think that's something that would happen or…

RYAN: I mean, if the girls think it's a joke as well, then it's just a joke. They shouldn't deep it.

LEO: But also the teacher…

MILO: Softer words can be used.

RYAN: Yeah, but if the if the girls don't think it's a joke, then I still think detention and a call home is a bit extreme. Say, you know, I don't know, in this school it would be like a C1 or something.

LEO: No. No it wouldn’t. The boys can look at it it’s extreme. But to a point, I don't think there's anything like really wrong with this because obviously this No but seeing as, there’s nothing…the teacher's just doing her job. Stuff happens, the teachers doing her job. I'm not saying that it's right to say that, but it’s just life, I suppose…

I: OK, so there's a kind of sense that if it's just a joke, then it's not that big a deal. But and you know, yeah, there should be some follow up, maybe a phone call home or maybe just a C1, um…how do you think that…How do you, how could that situation make girls feel unsafe, do you think? Do you think it could or not?

RYAN: If they don't like it, then it's kind of bullying and stuff.

I: Yeah. So it could be like bullying. Yeah. Any other way’s that it might make boys feel unsafe?

RYAN: I'm not going to start… the boys, it's nothing affecting the boy, so it's, no, there's nothing that's making the boy unsafe.

I: What about the phone call home?

LEO: Their mum would probably be pissed, but you know. I don't think there’s, a lot to talk about. It's just like they do something. They get told off for it. Yeah,

I: OK. And we don't really think that that's that big a deal for girls for their feeling of safety either, really.

MAX: I mean it's a word, I mean it makes them feel upset, but when it comes down to it, it's just a word,

I: OK. OK. And is there any way that this situation could be made safer for boys or girls? I suppose because we're not really thinking of it as being a big safety thing…

LEO: hmm [agreement]

I: …then that question becomes a bit, a bit redundant.

LEO: Yeah.

I: OK. And the same for the outcomes as well. All right, then, no problem. Let's move on.

SCENARIO 3

OK, next scenario - it's break time and a group of boys your age are chatting in the playground. One of them asked how many naked images of girls from school the others have on their phones. He says that he's got 10 and everyone is impressed. But one of the boys accuses him of lying. He takes out his phone and starts showing the other boys the pictures to prove it. So I'll give you a minute to think About that.

OK. What do we think? How would a typical Year 10 boy respond to this situation? Do you think?

LEO: OK, first of all, it's illegal to have pictures like that, I think, of underage people. So I mean..

MAX: Cos, it's weird to talk about, but the girls have probably sent them that in trust, from, like past relationships or something. And then they've just gone around showing people which is just morally wrong.

I: OK. Good yeah. But do you think that this is something that might happen? Maybe if not here, that might happen in other schools. Have you ever heard of it happening?

RYAN: Yeah, like Nudes getting leaked isn't that out of the blue. Like…

LEO: Yeah, it happens all the time

MILO: Yeah, it happens at every school.

I: Yeah, ok.

LEO: Like, I don't think this..

MAX: Like bragging about having the pictures

LEO: Yeah

MAX: No one does that, you know.

I: You don’t think? No, OK. OK. So how do nudes get leaked them?

MAX: Like, past relationships.

MILO: Snapchat. Snapchat.

I: Yeah. So even if people aren't standing around talking about them, they're obviously, there must be some people who are sharing them, otherwise they wouldn't get leaked, would they? How do you think that happens?

LEO: Probably just, maybe group chat or something… or maybe…

RYAN: Just as a joke and then it just gets leaked everywhere. Then…

LEO: Yeah

I: So you don't think that it would happen from a kind of, I guess a sort of boasting kind of way.

LEO: I don't really think that actually happens, or at least I don't know.

MILO: Yeah. No one boasts about it normally.

RYAN: Yeah, boasting about it is just weird.

I: OK. Yeah, fair enough. How do you think…So let's think then about a situation where an image has been leaked, even if we don't think that it would happen like this. What aspects of safety do you think that there are there for girls in that situation?

LEO: None…

MAX: Well, not spreading the pictures in the first place, like not sending the pictures in the first place is a way that could stop this. But if they want to do that, then you know it's not their fault if it gets leaked. I mean, that would help it.

I: OK. So that's something that could be done. All right,

MILO: It's illegal so they could report to the police, if it’s that serious.

LEO: Yeah, I was going to say that.

I: Do you think there's any reason why girls might not want to report it to police?

MAX: Yeah, they would call their parents.

LEO: It also puts them in a bad light because it’s their fault. They're the problem because they sent it and then I don't think the police would really look at it as the boys, I mean, they've got the picture, but I think they'll blame the girl more than the boy for sending the picture if they did go to the police. But it's also different if the boy sends it around as well.

I: Yeah. So, tell me About that then. What? What? I suppose if we think about it from a kind of…safety point of view. What problems might there be for boys there, who’ve sent it round?

MAX: Again, not really.

LEO: No. They would, they would be in trouble for that

MILO: If their parents go through their phone, they’re cooked.

I: Yeah. And also, you said about people would call them snakes. Yeah. Tell me more about that.

MILO: So let's just say someone found out that she's reported it to the police. Or they as a collective reported it to the police. It's going to go around the year or the school. And then they're going to get called names.

I: OK. Yeah. So that's a potential risk for girls or for boys is that?

LEO: Whoever goes to the police

MILO: Yeah, whoever goes to the police

I: OK, and who do we think's most likely to go to the police in that situation?

LEO: The girl

MILO: Yeah.

I: OK. Interesting. OK. Yeah. In terms of how the situation could be made safer, we've said not showing the images. How else do we think that could be made safer? And I guess we've said it's illegal anyway, so the images shouldn't be being shared? Is there anything else you think that could be done kind of either like in schools or a community level or families? That could help with that kind of situation

LEO: Probably just teaching the kid that it’s a wrong thing to do. Because they've obviously just learnt it from somewhere, so, you know, just teach them that it’s wrong.

I: Any other thoughts on that one? Nope. Ok, great… All right, then we've got two more to go. So, we're doing really well. Everyone's feeling OK, all right. All right, it's actually not that dissimilar to the last one. OK. All right.

SCENARIO 4

Bob and Anika are your age, and have been friends since primary school. Anika tells Bob that she has received a naked picture from one of Bob's friends from school. I should say that she did not ask for. He has asked her to send a naked picture back. She has never met him. He doesn't go to Anika and Bob's school, but he got her details through Snapchat. OK, so have a little think about that.

OK. So Bob and Anika are your age and have been friends since primary school. Anika tells Bob that she has received a naked picture from one of Bob's friends from football. He has asked her to send a naked picture back. She's never met him. He doesn't go to Anyka and Bob's school, but he got her details through Snapchat. So what do we think? How would a typical year 10 boy respond, let's call him Bob, respond in this situation, do you think?

LEO: I feel like this is more of a statement, just telling us something that happened, obviously she had to add him back as well, but, at that point, just remove him then just go on with your life, because what else can you really do about it? It's not like you know him or something. It's not going to affect you. It's just....

MILO: Block him

LEO: I just said that…

MILO: You said don’t add him

LEO: That’s the same thing.

I: What did you say? Ah, ok. That’s fine. So you think that, Bob, that's the advice that Bob would give to Anika. He would say block him and move on.

LEO: It’s probably going to be awkward since this is Bob's friend.

I: Mm hmm

LEO: 'Cause I feel like Aneeka and the person don't really have anything in between them, so it's not really….

I: Yeah, they've never met or anything,

LEO: …and they probably will never meet. So just delete him. You know, I mean, What else can you really do about it? Sure it’s weird. I mean, I doubt it'd be traumatising so.

I: How do you think it does make Anika feel?

MILO: Weirded out, 'cause someone's just sent her a picture, and she doesn't even know that person, so I mean, I don't think she'll feel unsafe though, because she doesn't really know him and it's online as well so

I: mm hmm.

LEO: It could also be weird because it is Bob's friend.

MILO: Yeah, that’s true.

LEO: Because if Bob's talking to like somebody like that, then Aneeka might get a bit weirded out by that.

I: Oh, yeah, yeah. It might influence how she feels about Bob, that he's got friends who would do that to…

LEO: yeah

I: …to his friend? Yeah.

RYAN: I think if I was Bob, I’d probably talk to my friend about why he sent that.

I: Uh, huh? Yeah, that's a good idea. I was gonna say so what, you know what, what else could be done apart from her blocking it, that he could talk to his friend? Yeah.

RYAN: I doubt they’d really be friends after that. Even if Bob would probably just have that in his mind that he did that and that could be awkward.

I: Do you think that would impact on their friendship as well?

RYAN: Yeah. Especially if they've been friends since primary, so I'm guessing they're really close.

I: Do you think that Anika might have felt embarrassed in the first place to tell Bob about it? Or do you think that she wouldn't have seen it as that big a deal? What do you think, KAI? You don't have to if you don't want to. I'm just giving you the opportunity to to join in.

KAI: I'm not too sure.

I: OK, that's fine, don't worry. What was my question? Oh yeah, with it, I don't know what was it? Would Anika have felt embarrassed about telling Bob about what had happened, do you think?

MAX: I think it depends on how close friends they are, if they’ve known each other forever then it would just be a conversation.

MILO: Something that she could laugh About instead of feeling uncomfortable.

I: Yeah, OK.

LEO: It also that depends, like if Bob's friend knew that her and Anika were, like, really close, that would probably also make a bit worse.

I: Yeah, if he knew that he was sending that picture to Bob's best friend, and that might seem a bit weird. Is that what you think? Yeah. OK.

What, so, yeah, I guess in terms of what action could be taken, the action would be…She could block it. He could talk to his friend. Is there anything else you think that could sort of help in that, in those kind of situations? Anything else anybody else could do in that kind of situation.

LEO: I mean, like I said at the beginning, but it's more of like a statement for Aneeka, at least, it's just like, oh, she got a picture, she’s got to move with this, and with Bob probably he’s just lost a friend, but she’s probably better off, but yeah, that's probably it…

I: Anyone else think of anything else that could be done? Maybe there isn't anything.

56.00

MAX: Personally, if it’s just that kind of situation, I'll just say really don’t deep it, it's not that big a deal. It’s odd but you may lose the friendship, but it’s from her standpoint, she just needs to un-add him.

LEO: Yeah.

SCENARIO 5

I: OK. Right. Great. OK. Anyone got anything else I wanted to say about that? Ok, last one guys, you’re doing well…There we go. Has everybody got one? OK, good. Helen is standing with a group of male and female friends at lunch. Everyone is joking around. And one of the boys, James, leans over and flips her skirt up so everyone can see her underwear. She was wearing shorts and laughs it off. A teacher comes over and asks what's going on. James says ‘nothing, miss, we're just playing around.’ Everyone laughs and moves on. Ok…so you can have a think about that.

Alright, I'm gonna read that again. Helen is standing with a group of male friends at lunch. Everyone is joking around. Oh, sorry. Male and female friends. Sorry, everyone is joking around. And one of the boys James, leans over and flips her skirt up so everyone can see her underwear. She was wearing shorts and laughs it off. A teacher comes over and ask what's going on. James says ‘nothing, Miss, we're just playing around’. Everyone laughs and moves on. OK? So, what do we think? How would a typical year 10 boy respond to that situation?

MAX: I mean like…if James and her are pretty close and James, maybe he knew she was wearing shorts so nothing would actually happen, I guess it could be a joke. But if (laughing) if he, if he didn't know that, if he was just trying to do something or something, then it’s kind of weird, especially since he’s flipping up…like I, I wouldn't be surprised if girls do that, as a joke like between themselves, but since there’s a bunch of, people around, it's just kind of weird

I: OK. Do you think you agree?

LEO: Yeah, I think it just matters on his intent. Yeah. It just depends on what the group of males and females, are they all proper friends, from what it says, everyone laughs and moves on. It seems like it's not really that big of a deal to them, but for the teacher, seeing that, it probably would seem like a big deal, but because they're all friends like, it probably doesn’t really matter that much to them.

I: So within that friendship group, it could be understood. So you think that, uh, Helen? How do we think that Helen is feeling in that situation?

LEO: It says, she laughs, but like you don't know what she's really feeling.

MAX: You’ve got to laugh at that.

LEO: Yeah, you don't actually know what she actually thinks right now 'cause she could actually be feeling really uncomfortable, or she, probably just, couldn't care less but yeah.

MAX: But yeah, I think, yeah, I think in most situations, it's really odd to, I don't know what he's doing, but if he if he knows, you know, she's wearing shorts, they're all really close friends, then it gets a little bit…It's still a bit odd, though.

I: Do you think it's a bit of a weird thing to do, like and maybe not an acceptable thing to do? Is that kind of what you mean by it being a bit odd?

MAX: Yeah, yeah, there's no reason for it, it's just exposing her…

I: Just exposing her? Yeah. OK. Yeah. So basically, it's, it's hard to imagine a situation where that might be acceptable, but if there was a situation, it would be when they were all friends and it was known that that was a joke. But that's interesting as well, that idea that Helen might find it difficult to say. Why might it be difficult for her to say if she felt uncomfortable?

MAX: If everyone's laughing, then it doesn't even matter what's going on. You’ve just gotta laugh out 'cause, yeah, but, if you're not laughing, then it just makes everything really awkward. And, yeah…

I:, So she might not want to make that situation feel uncomfortable by saying, actually, that's not OK. OK. Is there anything that the teacher could have done differently? Do you think that might have made the situation?

LEO: Probably could have talked to her one-on-one, to ask her what was happening.

MILO: Yeah

LEO: To see what she actually thinks about it.

I: To kind of look like..

LEO: Yeah, asked if she actually wants to talk about it.

I: Yeah? OK. Is there anything anyone else could have done in that situation to make it more safe?

MAX: And with the teacher, even if it, let's say it wasn't a joke, James is obviously going to cover himself, so he shouldn't have took, if you saw some guy robbing a bank and you said, yo, are you robbing a bank? They're probably not going to just say, yeah. So, she probably should have talked to everyone else in the group and not just James.

I: Yeah. So she should have talked to the group, what would she have said to the group?

MAX: Like LEO was saying, maybe talk to her one-on-one or at least, 'cause, as soon as he, James said something, she just walked off, and she probably should have been more involved.

I: So maybe try to kind of investigate a little bit more what was going on.

MAX: Yeah

I: OK.

RYAN: I mean, someone else standing around in the group could have pointed out and made it seem a bit, you know, that he's actually done something wrong, you know, because if one person says it, then everyone else will be, yeah, that's a bit odd. So you know, it's calling them out.

I: Yeah. OK. Yeah. So there's a sense that they, he that no one else called it out either. And that that also made potentially could have been something that could have changed in the situation. OK. Yeah. What? Oh yeah. And I really like the way, actually, that you've said, you know, that if one person calls it out, everyone else would also probably then say, yeah, that's not acceptable. That’s not OK, because that's kind of like, you know, what would the outcome be?

MAX: There's also, if she thinks it's alright, it doesn't really matter what everyone else thinks, but if she feels like she's been attacked, then it's just, yeah, yeah. So if she sees it as a joke, and then someone who's not involved, oh, that's serious. It's just really none of their business, honestly.

I: Yeah. How, how can you tell if she sees it as a joke or not?

LEO: It's probably no way to tell.

RYAN: I mean, you could ask, yeah.

I: Yeah. Why might there be no way to tell?

LEO: So if she doesn't want to tell someone, I mean, you can obviously assume or, be pretty certain, but there's, and even if you ask her, she could just be like, ‘Oh yeah, I'm fine. Don't worry.’ But…

I: So it could be a kind of could be a bit of tricky thing to tell in the moment. Exactly what she's feeling, OK. Interesting. Good. Anyone got anything they want to add About that one?

Nope? Nope. OK, right. Right. Let me. Stop the recording then.

1. All names have been changed to protect participants’ anonymity. [↑](#footnote-ref-1)