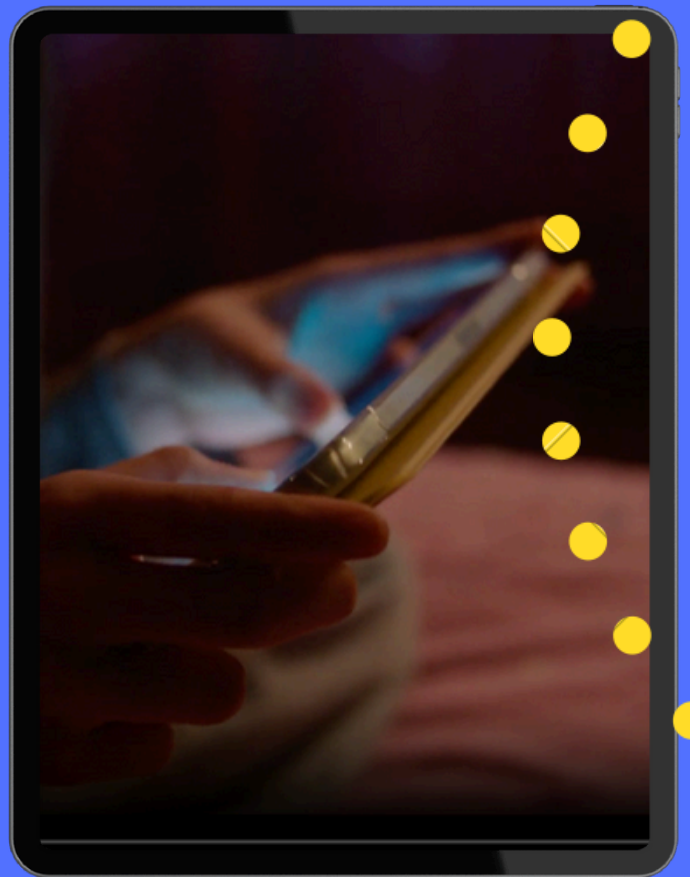
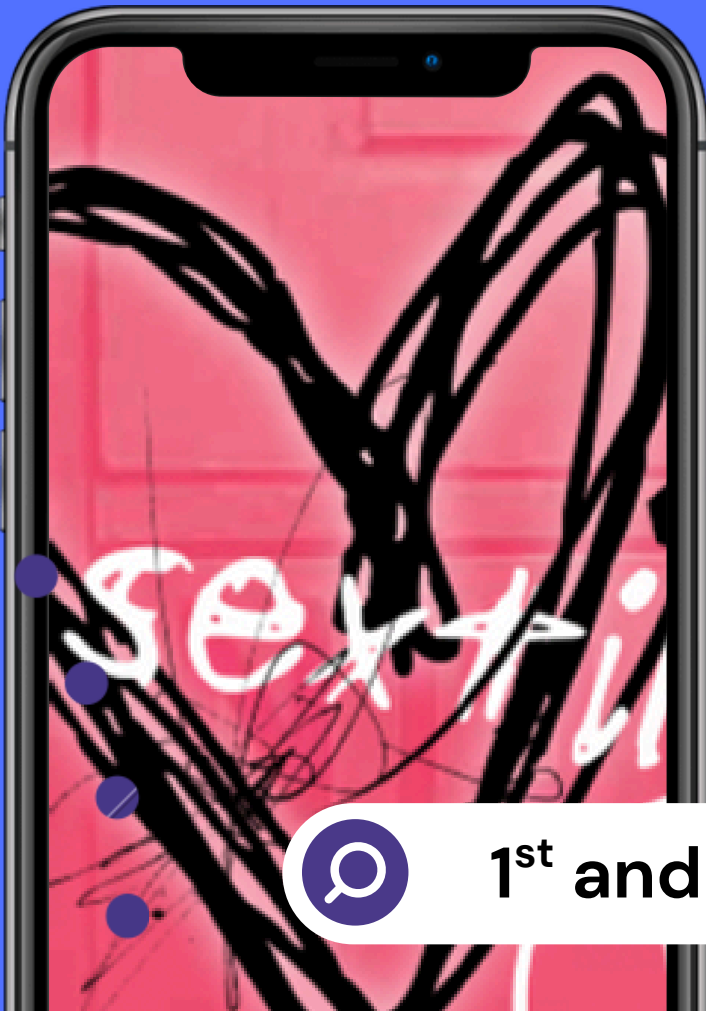


WHAT IS COCO'S LAW?



Understanding the Harassment, Harmful Communication and Related Offences Act 2020 and the legal consequences of it for young people.

Teacher Information



1st and 2nd Year Students

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

School Lesson for Post Primary First and Second Year Students

Material to Read in Advance

Overview:

This lesson is designed for 1st or 2nd year students.

The aim of this lesson is to reinforce the message Coco's Law; that it is a criminal offence to share intimate images of someone without their consent, even if the image was originally taken with permission. It also makes it illegal to threaten to share such images, whether or not the threat is carried out. A third offence covers sending or publishing messages that are grossly offensive, threatening, or intended to cause serious harm. The objective in delivering this lesson, is to try to prevent this behaviour from happening by empowering students with this knowledge. This lesson should only be delivered after students have engaged with the Lockers resource, as that foundation is key to making the message meaningful.

Using This Resource:

This lesson is best delivered after completing the Lockers resource, to ensure a clear progression in learning. If you'd like to explore the legal side of Coco's Law further, you can invite a member of An Garda Síochána to speak with students. They can provide deeper insight into the legal aspects of this legislation. To arrange, visit <https://www.garda.ie/en/crime-prevention/community-engagement/community-engagement-offices/garda-schools-programme-office.html>

The order in which these lessons should flow, is as follows:



What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

Research Findings:

We Protect Global Alliance: Child 'self-generated' sexual material online.

This report highlights the complex and often troubling realities of how young people in Ireland engage with image-sharing and online sexual behaviour.

Through focus groups with students aged 13–17 from middle-income schools in Dublin, it was found that the exchange of nude or sexual images (commonly referred to by participants as “sexting” or “sending nudes” is seen as a normalised part of online relationships.

One student shared that ‘It’s really common in a new relationship. If you’ve got a four-day streak with someone, then you’re expected to send a nude. It doesn’t have to be someone you know – they can add you from other platforms and then share. Boy, 16 ’ (We Protect Global Alliance, p.62).

Interestingly, the teens interviewed noted that were fully aware of the risk of these images being leaked. Despite this, they still engaged in the practice. On reflecting upon the why, they spoke about seeking validation, but also highlighted the pressure and unequal power dynamic between girls and boys in these situations. The girls pointed out that while boys often gained social status and praise from peers for receiving such images, girls were far more likely to be deceived, manipulated, and ultimately shamed if their images were shared without consent.

While boys often described this behaviour as motivated by arousal, curiosity, or peer validation, girls focused more on pressure, coercion, and the expectation to conform to idealised or sexualised standards. Girls reported receiving unsolicited images more frequently and were more likely to experience reputational damage or social isolation if their images were shared without consent.

The report makes clear that although both boys and girls are affected by these dynamics, the consequences are deeply gendered. Girls are more likely to face shaming and long-term mental health impacts, while boys described feeling confused, ashamed, or even criminalised when their images were shared. Boys also discussed how exposure to pornography (often their first source of sexual information) influenced their expectations of relationships and behaviour, contributing to unhealthy norms around consent and intimacy.

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

Research Findings:

A major theme throughout the report was the lack of support young people feel they have when navigating these experiences. Many students expressed a desire for open conversations in school about consent, online pressure, and relationships, but felt the current curriculum didn't reflect their digital realities. Parents were also viewed as out of touch or likely to respond with anger or punishment, making young people reluctant to seek help. Importantly, both boys and girls voiced a deep distrust in reporting mechanisms, particularly the Gardaí, whom they feared would not take them seriously or might stereotype them, especially teenage boys.

The report concludes with strong recommendations from young people themselves: improve and modernise sexual education in schools, provide parents with tools to understand online culture, and hold technology platforms accountable for safety measures. It also calls for greater empathy in adult responses (moving away from blame and toward support) to ensure young people are not left to deal with these challenges alone.

Research: Directly in Your Face': A Qualitative Study on the Sending and Receiving of Unsolicited 'Dick Pics' Among Young Adults, 2019.

The findings of this study reveal that girls typically view unsolicited explicit images from boys as intrusive and inappropriate, often interpreting them as misguided attempts at flirting. In contrast, boys tend to see the act of sending such images as a way to show off, give compliments, initiate sexual encounters, or receive nude images in return. These differing perspectives are shaped by gendered norms surrounding heterosexual interactions. The analysis also highlights how framing male nudity as humorous can downplay the seriousness of sending explicit images and diminish the discomfort or intimidation felt by recipients. These results are considered in the context of existing research on sexting, with recommendations offered for future study.

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

Before You Teach This Lesson:

This is a really sensitive topic and advanced preparation is essential. Being familiar with the background information in the Lockers Resource is vital as questions will arise.

- Touch base with your SPHE team, guidance counsellor, and school Principal before delivering this lesson. Keeping them informed ensures a coordinated approach, allows for any necessary support to be in place, and helps flag potential sensitivities that may arise during the session.
- Be familiar with the Lockers background materials, especially the legal framework. Of particular importance are pages 2-31 of the Lockers Resource.
- If you're aware of students who might find this content difficult, draw from advice offered by your SPHE team, guidance counsellor, and school Principal to ensure the right supports are in place.
- Review your school's Child Safeguarding Statement and re-familiarise yourself with the Child Protection Procedures in the event of a child protection concern arising.
- It is advised to inform parents of the use of the Lockers resources in advance. If you haven't already done so, inform parents of this lesson, so that they too have the information necessary to support their children at home. A sample 'Letter to Parents' template is available in Appendix 4 of the Lockers Resource (pg. 95). The Webwise Parents Hub also offers free advice and resources for parents on a range of online safety topics including sexting, consent and respect online. Available at webwise.ie/parents
- Be mindful that students' views on why intimate images are sent or received can vary by gender. Research shows that girls often see unsolicited explicit images from boys as invasive and inappropriate, while boys are more likely to view sending these images as a way to impress, flirt, or initiate something sexual encounters.
- Keep an eye on the time to make sure there's enough room for debriefing at the end. Some of the suggested activities may run longer than expected, so feel free to adapt or skip parts as needed to suit your class.

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

During the Lesson:

- Remind students of the class agreement, particularly around respectful listening, not sharing personal stories, and understanding the limits of confidentiality.
- Check the students' emotional state, before and after the lesson. This could be done by asking students how they feel about the topic about to be explored, before the lesson and by then asking if their feelings have changed at the end of the lesson (an emoji chart can be useful as a visual prompt).
- Build in time for student reflection and debriefing.
- Be ready to pause the lesson if strong emotions come up. Always follow your school's Child Protection and welfare reporting procedures if there are concerns about a student's safety.

After the Lesson:

- Check in with the emotional state of students at the conclusion of the lesson. An emoji visual prompt can be useful to gauge responses.
- Report any Child Protection concerns or welfare concerns using your school's referral process, if concerns arose.
- Build on the learning from this lesson into future classroom discussions. When covering topics like consent (3.8), respectful communication (1.7), healthy versus unhealthy relationships (3.3), setting boundaries (3.4), emotional wellbeing (4.5), or recognising abusive behaviour (4.6) as part of the NCCA Junior Cycle Specification, you can refer to Coco's Law and the protections it offers.

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

Learning Intentions:

- By the end of this lesson, students will:
- Understand what Coco's Law is and why it was introduced.
- Recognise how and why intimate images are shared, despite the risks.
- Identify the emotional, social, and legal consequences of sharing intimate images.
- Build confidence in responding to peer pressure or harmful online behaviour.
- Know where and how to seek help or report online image abuse.

Wellbeing Indicators:

- Responsible
- Connected
- Aware
- Resilient
- Respected

Curriculum Links Junior Cycle SPHE:

- 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 2.4 demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real-life situations that may be stressful and/or involve difficult peer situations.
- 2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise
- 2.9 explore why young people share sexual imagery online and examine the risks and consequences of doing this.
- 2.10 demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing.
- 3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others.

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

Resources Needed:

- Projector and audio.
- PowerPoint slides.
- Copies of worksheets: 'Matching Exercise' and 'Behind the Why' (1.1, 1.2 and 1.3).
- Video: No Excuses – Intimate Image Awareness Campaign
<https://youtu.be/I7yQcyPWu8M>

Guidance on Delivery:

Be age-appropriate:

This lesson was designed for first- and second-year students, but it can be adapted to older age groups if required.

Use the law as context, not as a scare tactic:

The law is there to protect people, not criminalise them. Avoid moral panic and stick to the facts.

Focus on the 'why':

Although the lesson rightly focusses on the importance of the legal definitions of Coco's Law, it is also important that students explore the reasons people share intimate images, so that they can consider ways to protect themselves if pressure arise for them in the future.

Make it interactive:

Use activities like the 'Matching Exercise', the 'Behind the Why' and the reflection task to let students think critically and connect emotionally. These open space for deeper understanding of both the legal and moral implications of sharing intimate images online.

Don't get lost in legal detail:

If complex legal questions come up, remind students that each case is judged individually by the legal system. You're not a legal expert and you don't need to be.

What is Coco's Law?

Understanding the Harassment, Harmful Communication and Related Offences Act 2020

Guidance on Delivery:

Follow up with Garda support if needed:

After the lesson, consider contacting An Garda Síochána. A member of the Garda Schools Programme may be available to visit your school and reinforce the legal components discussed.

Wrap with reflection:

Use the final slide questions to give students time to process what they've learned. This can be done as a discussion or private reflection.

Final Notes:

- If a student makes a disclosure that raises concern, follow the Child Protection Procedures without delay.
- Don't assume students know what they're possibly doing is illegal, many don't.
- Be respectful, calm, and non-judgmental. The tone of the room sets the tone for what they'll take from the lesson.

Disclaimer:

Information contained in this document does not constitute legal advice. Schools are advised to notify the Gardaí and seek specific legal advice when cases of this nature arise.

‘What is Coco’s Law?’ 1st and 2nd Year Lesson

Script

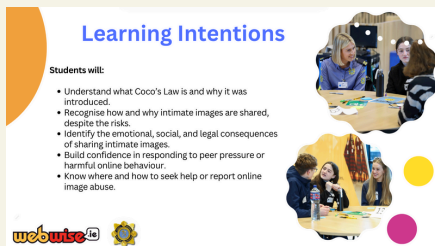


Timing: 1 minutes

Script:

Over the last few weeks, we’ve worked through the ‘Lockers’ resource, which deal with the non-consensual sharing of intimate images. We briefly touched on Coco’s Law during those lessons, but now it’s time to take a closer look at the law.

That’s what this lesson is all about.



Timing: 2 minutes

Script:

1. Understand what Coco’s Law is and why it was introduced.
2. Recognise how and why intimate images are shared, despite the risks.
3. Identify the emotional, social, and legal consequences of sharing intimate images.
4. Build confidence in responding to peer pressure or harmful online behaviour.
5. Know where and how to seek help or report online image abuse.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script



Timing: 3 minutes

Teacher Information:

Encourage students to share what they've learned with friends and family, but keep the personal opinions shared, and the names of those who shared them, within the classroom, to support a sense of safety and privacy for students.

Script:

During this lesson, let's continue to remember our class agreement. It applies to this class as much as all other SPHE classes.

Let's quickly run through them again, to ensure that we are all clear on expectations within the SPHE classroom.

Firstly, there will be opportunities for you to ask questions and share opinions, so when you're sharing your thoughts, try to use 'I' statements like 'I think,' 'I feel,' or 'I believe.' This helps ensure the conversation doesn't refer to anyone else's experiences.

Also, please don't share specific examples from your own life or from others. This isn't just to protect privacy, but also to keep the focus on the topic rather than individual situations.

It's really important that everyone gets a chance to speak, so listen carefully when others are talking and try not to interrupt. Show respect in what you say and how you act; avoid any put-downs, rude gestures, or things like eye-rolling. We want to make sure everyone feels comfortable sharing.

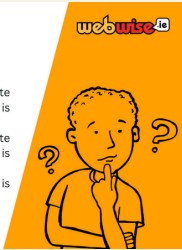
Lastly, it is really important that you understand that if you share anything in the group that makes us concerned about your welfare, we can't keep it to ourselves. We have a responsibility to ensure that you are safe and protected, so we may need to take it to the right people to get you the right support.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script

Test your memory

- Taking, possessing, sharing of an intimate image of someone under the age of 18 is illegal.
- Taking, possessing, sharing of an intimate image of someone over the age of 18 is illegal without their consent.
- Sharing intimate images to get revenge is illegal in Ireland



Timing: 5 minutes

Script:

As we recently looked at lessons from the Lockers resource. Let's see what you remember about Coco's Law.

Take a look at the three statements on the screen.

Turn to the person next to you and decide if each one is true or false and explain your reasoning.

Teacher Information:

Once students have guessed, you can provide them with the correct answers:

- **True.** When minors are involved in sexting, the Child Trafficking and Pornography Act 1998 comes into effect, provided the content shared is sexually explicit and meets the definition of child pornography. There will also be breaches of the Harassment, Harmful Communications and Related Offences Act 2020 if the images meet the definition of "intimate image" under the Act and if the images have been taken, distributed or published without their consent.
- **True.** The Harassment, Harmful Communications and Related Offences Act 2020 has been introduced to specifically criminalise revenge porn. If the pictures are taken, distributed or published without consent, an offence will have been committed and conviction can lead to imprisonment.
- **True.** Sharing intimate images to get revenge on someone (commonly known as 'revenge porn') is now illegal in Ireland since the enactment of the Harassment, Harmful Communications and Related Offences Act 2020.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script

EXPLAINED?	
Threaten	Consent
Genitals	Coercion
Child pornography	Publish
Intimate images	Sexually explicit
Deepfakes	Harm
Sexting	Revenge Porn

Timing: 2 minutes

Script:

What you will see on the screen is a list of words that are related to Coco's Law. Some of these words might look familiar and some might not. It is important that you understand these terms to fully understand the law. Let's go through each of them.

EXPLAINED?	
Threaten	To 'threaten' means to say or do something, like using words, gestures, or online messages, that makes someone fear they might get hurt, either physically or emotionally.
Genitals	The sexual organs; the testicles, penis and vulva
Consent	Giving clear and voluntary permission for something to happen, like agreeing to a decision or an action, and it must be given freely without pressure.
Coercion	means to persuade someone to do something by using force or threats.

Timing: 2 minutes

Script:

Threaten: Threatening to publish and distribute an intimate image without consent is in itself an offence, even if the threat is not carried out.

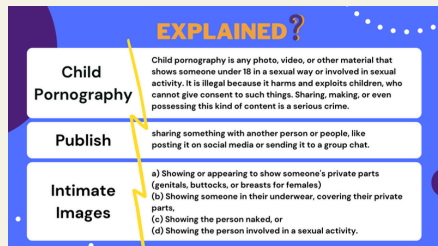
Genitals: The genitals refer to the testicles, penis, and vulva. The vulva is a part of the female body and includes the female reproductive organs outside the body.

Consent: The law protects people from having their private pictures shared without their permission. It's illegal to share someone's intimate pictures without their clear consent because it can really hurt them. This law helps keep people in control of their personal images and stay safe online.

Coercion: This means pressuring or forcing someone to do something by using threats or intimidation. It's when someone feels they have no choice but to do what the other person wants because of fear.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script



Timing: 2 minutes

Script:

Child Pornography: It is very important that you are aware that if sexually explicit images, videos, or even written messages involving someone under the age of 18 are taken, it is considered child pornography, and this is illegal. For example, if someone shares or takes a nude photo or sexual video of a person who is under 18, even if the person agrees to it, this is considered child pornography and is against the law.

Teacher Information:

In Irish legislation, terms such as 'child pornography' are frequently used to explain illegal activities involving the abuse of children. However, these terms are not considered victim-centred because they tend to focus on the content rather than the harm inflicted on the victims. The term 'child pornography' is misleading because it suggests a form of pornography, which people might think that consent was given, but it actually involves the abuse and exploitation of children, so it's better to call it 'child sexual abuse material'(CSAM) to show it's a serious crime.

Script:

Publish: Under Coco's Law, "publishing" an intimate image means sharing it with others, even if it's just one person. Some young people think publishing only applies to large-scale sharing (like on social media), but the law also includes sending a private image to a single person without consent. This is still considered publishing under the law.

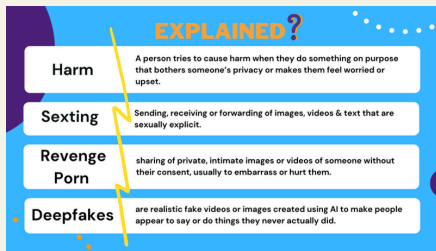
Intimate image: s.1 of the Harassment, Harmful

Communications and Related Offences Act sets out that an intimate image is a visual representation:

- (a) of what is, or pretends to be the person's genitals, buttocks or anal region and, in the case of a female, her breasts,
- (b) of the underwear covering the person's genitals, buttocks or anal region and, in the case of a female, her breasts,
- (c) in which the person is nude, or
- (d) in which the person is engaged in sexual activity.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script



Timing: 2 minutes

Script:

Harm: This is an important definition to know to fully understand Coco's Law. Harm can be understood as when someone does something on purpose that invades another person's privacy or makes them feel upset, worried, or stressed. The proper legal definition is when someone intentionally interferes with another person's peace and privacy, or causes alarm and distress. Harm doesn't just mean physical harm. It also includes emotional or mental harm, like making someone feel anxious, scared, or depressed.

Sexting: Sexting is when someone sends or receives messages, photos, or videos that are sexual in nature, usually through a phone or social media.

Revenge Porn: This refers to the sharing of private, intimate images or videos of someone without their consent, usually to embarrass or hurt them. It is illegal and can cause significant emotional harm to the person involved.

Teacher Information:

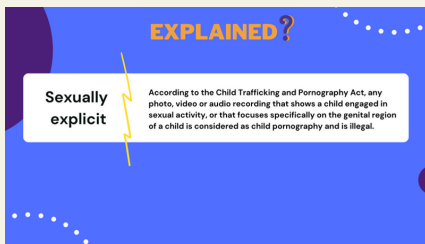
Although the term revenge porn is used in the law, 'image based sexual abuse' is more appropriate. Remember, it's important to know that once these images or videos are sent, it's nearly impossible to get them back or control who might see them once shared.

Deepfakes

Deepfakes are fake videos created using digital software, machine learning and face swapping. Deepfakes are computer-created artificial videos in which images are combined to create new footage that depicts events, statements or action that never actually happened. The results can be quite convincing. Deepfakes differ from other forms of false information by being very difficult to identify as false.

‘What is Coco’s Law?’ 1st and 2nd Year Lesson

Script



Timing: 2 minutes

Script:

Sexually Explicit: According to the Child Trafficking and Pornography Act, sexually explicit material includes any photo, video, or audio recording that shows a child (someone under 18) involved in sexual activity or focuses on their genital area. This kind of content is considered child pornography and is illegal.

Note: Sexually Explicit means any depiction of actual (real) or simulated (fake) sexual activity.



Timing: 8 minutes

Script:

Now that we've gone through the key terms, let's see how well you remember them.

Work in pairs to match the words on the left side of the handout with their correct definitions on the right. Use a pen to draw lines connecting them.

Teacher Information:

See **Worksheet 1.1** for a printable version of the matching exercise.

Correct Answers:

- 1 - f
- 2 - l
- 3 - k
- 4 - e
- 5 - c
- 6 - h
- 7 - g
- 8 - i
- 9 - a
- 10 - d
- 11 - b

'What is Coco's Law?' 1st and 2nd Year Lesson

Script



Timing: 2 minutes

Script:

Now that you understand the key definitions in Coco's Law - let's unpack the sections of the law. There are two important new offences in this law. Before we share these, let's just ensure there is an understanding of the term 'threaten' and 'distribute'. To 'threaten' means to say or do something, like using words, gestures, or online messages, that makes someone fear they might get hurt, either physically or emotionally.

When it says 'distribute' this means sharing or passing on content, like images or videos, directly to other people or groups.

This includes showing an intimate image to people (in person, on your phone). This is still sharing. Just because there is no record of you showing someone doesn't mean it is okay. Sending an intimate image to someone through a messaging app like Snapchat is seen as distribution.

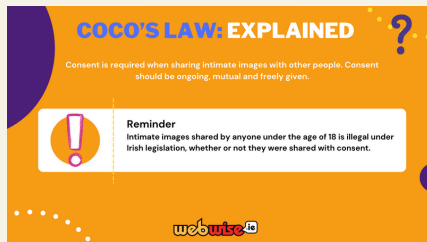
You'll remember from earlier that 'publish' means making content available to the public or a portion of the public, such as posting an image on a website, social media, or other public platforms. Even if the content is only shared with a small group, it can still count as publishing.

1. The first of these new offences is the most serious and carries the most serious penalties if convicted, as there was an intention to hurt or upset the person. The penalties can be an unlimited fine and/or 7 years imprisonment.
2. Not all cases of intimate image distribution may involve intention to cause distress. Sometimes, such content is shared without considering the impact on the victim. These cases may not be capable of being prosecuted under the more serious section because the intent to cause or harm element may not be present, but it is still seen to be an offence under this new law. This offence will carry a maximum penalty of a €5,000 fine and/or 12 months imprisonment.

Coco's Law applies to minors as well as adults.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script



Timing: 2 minutes

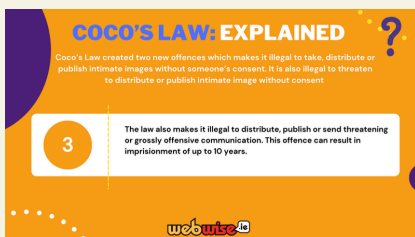
Script:

Coco's Law works alongside other laws (Child Pornography Act) that make it illegal to send, receive, or share any sexually explicit images, videos, or texts of someone under 18 years old.

This means that anyone who creates, sends, shares, stores, or even receives explicit images of a person under 18 could face legal issues under this law.

The purpose of the law is to protect children from being exploited, not to punish them for their behaviour.

If someone under 18 sends, receives, or shares explicit content, it's not only breaking Coco's Law but also this law, the Child Trafficking and Pornography Act 1998.



Timing: 2 minutes

Script:

There is also another section of Coco's Law that also makes it illegal to distribute, publish or send threatening or grossly offensive communication. Basically, this means that it is also breaking the law if they share something that is extremely insulting, hurtful, or upsetting beyond what is socially acceptable. It goes beyond just being rude or mean and includes things that could seriously harm or distress someone.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script

Statistics

14.8% of Adolescents worldwide send sexts, while 27.4% of adolescents receive sexts.



Timing: 5 minutes

Script:

Research has found that 14.8% of adolescents worldwide send sexts, while 27.4% of adolescents receive sexts, despite growing awareness of the legal and moral impacts of sending and receiving intimate images.

Does this percentage surprise you? Why, why not?

Teacher Information:

Invite students turn to a partner and discuss whether the numbers surprise them and why. Walk around as they talk, listening for interesting or diverse perspectives. Invite pairs to share one key point with the whole group only if you feel comfortable and the class climate seems safe. Afterward, ask if anyone's thinking changed after hearing different perspectives.

Statistics taken from 2021 Paper.

["It's not just sexy pics": An investigation into sexting behaviour and behavioural problems in adolescents - ScienceDirect](#)

Behind the why...



Timing: 10 minutes

Script:

Ask students, in pairs, to think of five different reasons someone might share an intimate image of themselves. They can write these on post-its or share them directly in class.

Write their suggestions on the board.

Hand out **Worksheet 1.2**, In pairs, students choose any four of the reasons from the board and write them into the first column of the worksheet. From there, they work together to complete the rest of the row. The first row is already filled in as an example to guide them.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script

Continued...

Teacher Information:

Pages 4&5 of the Lockers Resource, provide detailed information on the reasons why young people sext.

A completed sample worksheet is included to support facilitation of this activity.

It may be beneficial to print off copies of 'Tips for resisting peer pressure' which can be found on pages 76 and 77 of the Lockers Resource, to support students with the 'advice as an outsider' section of this worksheet.

Timing: 5 Minutes

Script:


At the completion of this activity, invite students to complete **Worksheet 1.3** and reflect on the following:

- Which reason for sharing an image surprised you the most, and why?
- What do you think people often misunderstand about the risks involved in sharing intimate images?
- How might understanding Coco's Law help someone make a different choice in a high-pressure situation?
- If a friend was about to share an image of someone else, what would you say to stop them and why?

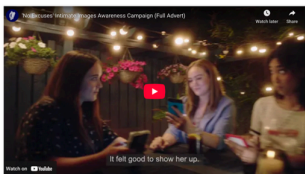
Behind the why...

Reflection Questions

- Which reason for sharing an image surprised you the most, and why?
- What do you think people often misunderstand about the risks involved in sharing intimate images?
- How might understanding Coco's Law help someone make a different choice in a high-pressure situation?
- If a friend was about to share an image of someone else, what would you say to stop them and why?



'No Excuses' Intimate Images Campaign



Timing: 3 minutes

Script:

Play the video 'No Excuses' An Intimate Image Awareness Campaign. This is a public awareness campaign highlighting the issue of sharing intimate images without consent. This short advert, part of the 'No Excuses' campaign, seeks to inform audiences of the changes in legislation in Ireland which criminalises the sharing of intimate images without consent.

<https://youtu.be/I7yQcyPWu8M?feature=shared>

'What is Coco's Law?' 1st and 2nd Year Lesson

Script

'No Excuses' Intimate Images Campaign



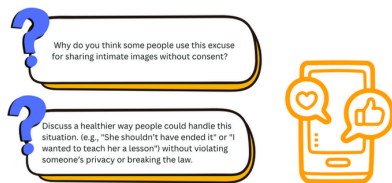
Timing: 2 minutes

Script:

The speech bubbles on this slide echo the excuses made by the people in the video for sharing these images without consent.

Invite students to work in pairs and choose one of the motivations on the slide and write it down on a piece of paper.

'No Excuses' Intimate Images Campaign



Timing: 8 minutes

Script:

In pairs, invite students to read and reflect on the following questions:

1. Why do you think some people use this excuse for sharing intimate images without consent?
2. Discuss a healthier way people could handle this situation. (e.g., "She shouldn't have ended it" or "I wanted to teach her a lesson") without violating someone's privacy or breaking the law.

Walk around the room and draw individual feedback from groups.

Information for Teachers:

Below are some alternative, respectful ways of dealing with such situations:

"I didn't think about it."

Take a moment to pause and reflect before acting. Always ask yourself how your actions might affect someone else. If you're unsure, it's best to avoid sharing anything without permission.

‘What is Coco’s Law?’ 1st and 2nd Year Lesson

Script

Continued:

"Sure, everyone has seen it by now."

Just because others might have seen it doesn't make it okay to share. Respect the person's privacy and avoid spreading it further. You can choose to break the cycle by not participating in the sharing.

"I just sent it for the laugh."

If something might embarrass or harm someone, it's not worth the joke. Think about how the person in the image would feel and focus on finding ways to have fun that don't involve hurting others.

"I wanted them to think that she sent it to me."

Instead of trying to gain attention by making others think you were involved with someone, focus on being honest and respectful. Building trust and relationships based on honesty is far more valuable than impressing others.

"It felt good to show her up."

Instead of seeking revenge or trying to hurt someone who has upset you, talk to a trusted friend, teacher, or counsellor. Express your feelings in a healthy way and work through the conflict without causing harm to others.

"She shouldn't have ended it."

Breakups can be difficult, but retaliation won't make things better. Respect the other person's decision, and seek support from friends, family, or a counsellor to help you deal with your feelings in a positive way.

"I wanted to teach her a lesson."

It's never okay to try to "teach someone a lesson" by harming or humiliating them. If you're angry, find a healthy outlet for your emotions, like talking to someone.

'What is Coco's Law?' 1st and 2nd Year Lesson

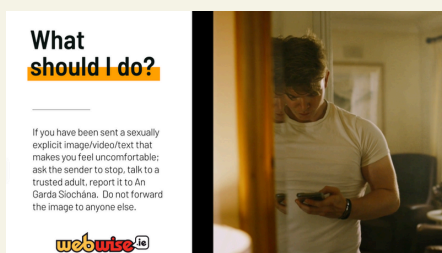
Script

Continued:

Differentiation:

This activity could be differentiated by sharing these sample responses and students are asked to match them up with the quotes in each speech bubble. This could be followed with asking the following reflection questions:

- What do you think people say the words that you heard in the video?
- Why are the alternative options provided a healthier way to communicate?



Timing: 4 minutes

Script:

If you find yourself in a situation where you have been sent a sexually explicit image/video/text that makes you feel uncomfortable it can be embarrassing and distressing and difficult to know what to do.

The following is the recommended course of action: ask the sender to stop, talk to a trusted adult and report it to An Garda Síochána.

It is important that you do not forward this image on to anyone else.

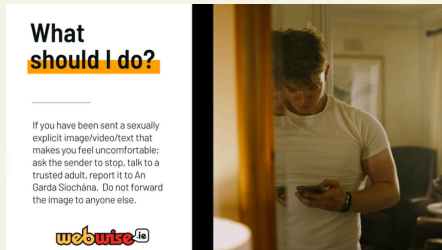
If an intimate image belonging to you has been posted online without your consent, you can now report the matter to the Irish Internet hotline (hotline.ie) which will help in getting them removed. Reports can also be made to An Garda Síochána.

If time allows, open up the website www.hotline.ie and show the 'Report Now' button. They can choose to report under the following options:

- Child Sexual Abuse Material (Child Pornography)
- Intimate Image Abuse (IIA)
- Sexual Extortion/Blackmail
- Child Grooming Activities
- Financial Scam
- Racism and Xenophobia

'What is Coco's Law?' 1st and 2nd Year Lesson

Script

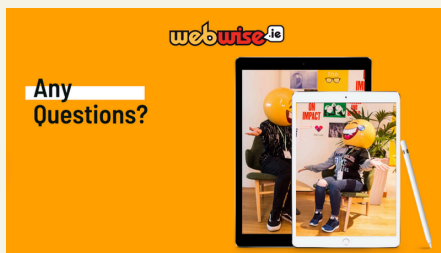


Continued:

Note for Teachers:

Research has found that both boys and girls voiced a deep distrust in reporting mechanisms, particularly the Gardaí, whom they feared would not take them seriously or might stereotype them, especially teenage boys. It is important that we emphasise how these reports will be treated in a serious manner when reported.

We Protect Global Alliance: Child 'self-generated' sexual material online.



Timing: 4 minutes

Script:

Hopefully at this stage the students will feel comfortable to ask questions. Offer them an opportunity to ask them now. Use the background information in Lockers to help you. 'It is okay to say – wait a moment while I look this up, I want to make sure I give you the correct answer'.

If students start asking detailed legal questions, avoid getting too caught up in the specifics. You're not a legal expert, and it's okay to remind them of that. Let them know that every case is investigated individually, and it's up to the legal system to decide the outcome.

After completing this lesson, you can reach out to An Garda Síochána. A member may be available to visit your school through the Garda School Programme to reinforce what was explored and place a stronger focus on the legal components of Coco's Law.

'What is Coco's Law?' 1st and 2nd Year Lesson

Script



Timing: 2 minutes

Script:

We have come to the end of our Coco's Law lesson.

Before we wrap up, we want to give you an opportunity to reflect on what you have learned from this lesson.

Allow 2-3 minutes for the students to reflect on the questions on the screen and think about their answers.

- 1.What part of today's lesson did you find most interesting? Why?
2. How can you use what you learned today in your own life?
- 3.Was there anything in today's class that made you think or feel differently about this topic?

If you would like students to write down their reflections, you can distribute post its for them to jot down a few words for each question to help them process their learning.

MATCHING EXERCISE: WORKSHEET 1.1

1. Genitals	(A) Sharing private, intimate images or videos of someone without their permission, usually to embarrass or hurt them.
2. Intimate Image	(B) Sending, receiving, or forwarding sexually explicit images, videos, or messages.
3. Sexually Explicit	(C) Giving clear and voluntary permission for something to happen, without any pressure.
4. Child Pornography	(D) The sharing of private images or videos, even with just one other person or online.
5. Consent	(E) Photos, videos, or other materials showing someone under 18 in a sexual way or activity, which is illegal.
6. Deepfakes	(F) A person's private parts, like the penis, testicles, vulva, or breasts.
7. Coercion	(G) Trying to make someone do something by using threats or force.
8. Harm	(H) Realistic fake videos or images made using AI to make it look like someone said or did something they didn't.
9. Revenge Porn	(I) Doing something on purpose to upset someone's privacy or make them feel worried or hurt.
10. Publish	(K) Content, like photos or videos, that clearly shows sexual activity or focuses on someone's private parts.
11. Sexting	(L) Photos or videos that show private parts, someone naked, in their underwear, or involved in a sexual activity.

Worksheet 1.2: Behind the Why...

Reasons why a person might send an intimate image to others	Why they feel that the risk is worth it?	What could go wrong?	How does Coco's Law apply?	Advice as an outsider?

Worksheet 1.2: Behind the Why...Sample Answers

Reasons why a person might send an intimate image to others	Why they feel that the risk is worth it?	What could go wrong?	How does Coco's Law apply?	Advice as an outsider?
Someone sent it to them, and they forward the picture/ video to their friends.	They don't realise that they are breaking the law by forwarding the picture.	The person in the image or video didn't agree to it being shared. This can have serious emotional consequences for them, and the person who shared it may be committing an offence under Coco's Law.	The person who shared the picture/ video is committing an offence under Coco's law. If the person in the video is under 18, they are also distributing child pornography, which is also against the law.	Don't forward intimate images if they are shared with you. Report it to do your bit and protect the person whose image was shared without their consent.
They feel pressured by a partner or someone they like.	They are afraid the person will lose interest or get angry if they don't.	The image could be shared or used to manipulate them later.	Sharing images under pressure or coercion is not consent. If shared further, it would be a criminal offence.	No one should feel pressured to share intimate images. If someone makes you feel that way, it's not a healthy relationship.
They think it's a way to show confidence or feel attractive.	They want to feel validated or get attention from others.	They could be judged, bullied, or have it spread without their control.	If the image is distributed without consent, it falls under Coco's Law.	There are better ways to feel confident and respected. Think about the long-term impact before sending anything.

Worksheet 1.2: Behind the Why... Sample Answers

Reasons why a person might send an intimate image to others	Why they feel that the risk is worth it?	What could go wrong?	How does Coco's Law apply?	Advice as an outsider?
They send it as part of a joke or dare in a group chat.	They think it's funny and that no one will take it seriously.	The image might get saved and shared beyond the group.	Forwarding any explicit image without consent is an offence under Coco's Law.	Jokes or dares don't excuse harmful behaviour. Don't be the reason someone else is hurt or humiliated.
They believe everyone else is doing it, so it seems normal.	They feel like they'd be left out or made fun of if they didn't join in.	They could regret it later and struggle with the loss of privacy.	Normalising intimate image sharing doesn't make it legal. Distribution without consent still breaks the law.	You don't have to go along with something just because others do. Speak up or step back.
They trust the other person completely and don't think it will be shared.	They believe the person would never betray their trust.	Even if the relationship ends, the image could still be out there.	Consent to take a photo isn't the same as consent to share it. Sharing without permission is a criminal offence.	Even if you trust someone now, things can change. Protect yourself by keeping private things private.

Worksheet 1.3: Behind the Why Reflection Sheet

Reflection Questions

1. Which reason for sharing an image surprised you the most, and why?

2. What do you think people often misunderstand about the risks involved in sharing intimate images?

3. How might understanding Coco's Law help someone make a different choice in a high-pressure situation?

4. If a friend was about to share an image of someone else, what would you say to stop them and why?

HELP AND SUPPORT FOR YOUNG PEOPLE

(APPENDIX 1)



Childline

Talk to us for free by calling 1800 66 66 66, or chat to someone online 24 hours a day, every day.

childline.ie/



An Garda Síochána

Ireland's National Police and Security Service

An Garda Síochána

garda.ie/en/



Irish Internet Hotline

www.hotline.ie

Irish Internet Hotline

If an intimate image or video of you has been shared without your consent, we can help with reporting and removing the content online.

[hotline.ie/report/](https:// hotline.ie/report/)





Thank You

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