THINK U KNOW

TEACHER'S TOOLKIT

Online interactions: Raising awareness about sexual extortion
Years 7–10

ABOUT THIS TOOLKIT

This Toolkit and the associated Student Activity Pack have been designed for all learning formats. The information and included activities can be delivered in a variety of settings including; in the classroom and independently from a remote location. Both the Teachers Toolkit and Student Activity Pack contain all the information needed to work through the learning activities and assessments.

This Teacher's Toolkit and lesson plan is designed for high school students and aims to discuss online interactions with a focus on the challenges of image-based abuse and sexual extortion (or 'sextortion'). The lesson has been developed for students in Years 7 – 10. For information about image-based abuse and sexual extortion, read through our introduction on page 4.

Content Warning: The content in this lesson plan discusses topics relating to online child sexual exploitation. The lesson plan is age appropriate, however the information is sensitive and may cause concern for some participants.

Teachers/educators should ensure the topic of this lesson plan does not directly involve or affect students in the audience. Some students, due to various reasons, may find the information distressing or it may make them uncomfortable. For these reasons, extra consideration of their needs and/or involvement may be required.

Consider advising students in advance that the content may be confronting. Talk with your students about help and support options. Always follow up with students, particularly if they show signs of worry, sadness, distress or display changes in their behaviour.

Teachers/educators should also be aware that the following topic could lead to students disclosing personal experiences and information in which school staff members are to follow their child protection reporting requirements.

TEACHING AND LEARNING GOALS

To provide students with practical skills, prompt thought and consideration towards online interactions and issues surrounding sexual extortion.

Outcomes:

1. Students will be able to recognise suspicious behaviour online.

2. Students will be able to identify the tactics that online child sex offenders may use to obtain information from young people.

3. Students will know what to do if they are unsure about online interactions and/or if something has gone wrong.

TIME

This lesson plan is approximately 30 minutes in duration, and can be adapted by the teacher as required.

LOCATION/SETTING

This Teacher's Toolkit has been developed to suit various learning settings.

MATERIALS

Students require a computer with sound capabilities; two sheets of lined paper (or printer access) and a pen.

RESOURCES

Included in this Teacher's Toolkit:

- **Resource one:** Teacher's Toolkit
- **Resource two:** Student Activity Pack

LINKS TO AUSTRALIAN CURRICULUM

Learning areas:

- Health and Physical Education: ACPPS090; ACPPS093; ACPPS094.

General capabilities:

- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Ethical Understanding
- Personal and Social Capability.

LESSON PLAN SEQUENCE

1 Introduction
2 Overview of sexual extortion case study
3 Scenario activity and questions
4 Summary question
5 Concluding activity

NOTE TO TEACHER

Notes for the teacher are included below, the instructions for students which will be included in their Student Activity Pack (learning resource two) will be in italics.

1. INTRODUCTION (10 minutes)

Sexual extortion is a serious form of online blackmail where a perpetrator threatens to reveal a person's personal sexual images, unless they give into their demands. It is also considered to be a form of image-based abuse.

It is important to know that an offence has been committed as soon as someone asks a young person to produce and send a single explicit image/video. In Australia, laws exist to protect children and young people from harm online.

Fear, shame, manipulation and coercion keep the crime going which can make victims feel like there is no escape in this situation. Victims often feel that they have done something wrong and will be punished if they seek help.

One of the worst things that can occur in these situations is that a young person feels trapped in a cycle of sexual extortion, and feels that they are too far into the situation to seek help. It is important for young people to know that it is never too late to seek help, and that they are not to blame for the situation they are in.

While many online interactions can be positive, it is important to keep in mind there are various ways in which online child sex offenders target young people online.

During this time, encourage students to have a think about their online interactions, including times they may have engaged with people online that they don't really know – that is, people they have never met face-to-face.

Have a think about your online interactions. If you are meeting new people online, do you always try to verify they are who they say they are? What are some ways that you can verify this?

There is no need to share your answers, but we are going to go through a scenario and look at some of the ways people try to manipulate others online and come up with some ways to help us be more critical of who we meet, so that we can keep ourselves safe.

NOTE TO TEACHER

It is important to remember that there are positives to being online, as it provides students with valuable opportunities for learning, creativity and socialisation. However, there are challenges and sometimes harm can occur, it is important to remember that a child is never to blame when harm occurs. They need understanding and support.

THINKUKNOW'S TIPS

1. Keep an eye out for suspicious users who add/follow you on social media.

2. Avoid accepting unknown friend requests/followers and keep your friend list to people you know offline.

3. Check and maintain your privacy settings regularly.

4. Research and verify any offer you receive on social media before sending content.

5. Always seek help if you need, nothing is so bad you can't tell someone about it.

DID YOU KNOW?

A literature review[1] commissioned by the Australian Centre to Counter Child Exploitation explores online safety. It suggests that the most common negative experience young people go through online is unwanted contact and content[2]. Young women are more likely to experience unwanted contact/content, with 15% of girls aged 15-17 years having experienced image-based abuse[3].

By 14 years old, the majority of young people have complete independence online (>80%)[4].

The percentage of young people using messaging apps significantly increases among 12-15 year olds (54%), as well as the percentage of those in this age group using and posting on social media (42%)[5].

1 https://www.accce.gov.au/__data/assets/pdf_file/0018/60246/ACCCE_Research-Report_OCE.pdf

2 https://www.esafety.gov.au/sites/default/files/2019-10/State%20of%20Play%20-%20Youth%20kids%20and%20digital%20dangers.pdf

3 Ibid

4 https://www.accce.gov.au/__data/assets/pdf_file/0018/60246/ACCCE_Research-Report_OCE.pdf

5 Ibid

2. OVERVIEW OF SEXUAL EXTORTION CASE STUDY (10 minutes)

This activity is intended to provide students with a real scenario to recognise suspicious behaviour online, the tactics that online child sex offenders may use to elicit content from young people and what to do if they are unsure about an online interaction.

How do we know who we are communicating with online?

Now we are going to listen to a case study about someone who was contacted online by another user while on an image sharing social media app.

The victim in this case study was approached by someone operating fake online accounts to convince her to send images of herself. As you will hear, it started off as a seemingly legitimate interaction but quickly escalated into something more.

This is a real case study based on a police report to the Australian Centre to Counter Child Exploitation.

As you watch the video, think about the tactics used by the offender and the ways they manipulated the victim to send images.

Access the video here: **https://youtu.be/rVoo5eIre1M**

3. SCENARIO ACTIVITY AND QUESTIONS

After watching this video, consider the below questions.

Question: In your own words, briefly outline what happened in the video case study

[Answer: A young person was approached on social media by an offender posing as a modelling scout. The offender requested images in her sporting outfits under the guise of a modelling opportunity, and then threatened to alter the images to be sexual and send out if she didn't comply and send more].

Question: What might the law say about the person who requested the images?

[Answer: It is illegal; it is an offence to request sexual images of a young person]

Question: What did the offender say to try and manipulate the young person to get images?

[Answer: Knew and used her interest in sport; complimented her pre-existing social media images; promised money and fame for modelling; slowly escalated in asking for inappropriate or sexual images].

Question: What was the offender's attitude once they were turned down?

[Answer: Became aggressive and didn't take no for an answer; threatened to share sexualised edited images of the young person; this is an example of image-based abuse].

Question: What did the young person do that helped her overcome the situation?

[Answer: Tell her parents about it; took screenshots of the conversation; recorded the details of the social media account that had contacted her; made a report to police].

Question: What are some ways that you can verify other users who approach you online?

[Answer: Check the privacy settings on your social media accounts (the best options are 'friends only' or being able to approve friend or follower requests); if you are contacted by someone you don't know question their intentions; keep an eye out for suspicious users with a generic profile image, few friends/followers and haven't been active for very long; do some research into the company they claim to be from and double check they are who they say they are, tell your parents about any similar enquiries you get, and have their assistance in confirming their identity; use your gut instinct- usually, if an offer seems too good to be true, it probably is].

KEY SAFETY MESSAGES

1 It important to remember that this can happen to anyone, children, young people and adults.

2 Sometimes things can get out of hand, and its important to know that if you ever find yourself in this type of situation you're not to blame.

3 Remember there is always help to get out of these situations. You are not alone.

4. SUMMARY QUESTION (5 minutes)

This has been included to give students the opportunity to write down their understanding of what suspicious behaviour online might look like, including the worst case scenario of image-based abuse or sexual extortion.

After you have completed the case study scenario questions, write down how you would respond to an unsolicited request from a company representative on social media offering you the opportunity to be a brand ambassador for a popular clothing company.

5. CONCLUDING ACTIVITY (5 minutes)

This is an opportunity to give students time to reflect on their online interactions and encourage them to always seek help if things don't go to plan.

It is important to surround ourselves with the right support, especially if things don't go to plan. As we have just seen in the above case study, the victim was able to reach out to trusted adults who helped her to manage the situation and seek help. Now think of who may be in your support network if you were unsure about an online interaction, or something was troubling you online. This includes trusted adults and support services.

Students do not have to share this list, as some students may not have simple/similar support structures in place at home that they are comfortable sharing.

Assessment (optional)

This is an optional assesssment for your students as a way for you to measure their learning and ensure they have completed the above activity.

Send your case scenario answers back to your teacher. They just want to make sure you are thinking about these things when interacting with others online and can offer further advice if you need it.

HELP AND SUPPORT

Online child sexual exploitation, including grooming and extortion, can be reported to the **Australian Centre to Counter Child Exploitation**.

The **ThinkUKnow** website has information and resources to prevent online child sexual exploitation as well as how to report and get help.

If you become aware of explicit content that has been posted online, including child sexual abuse material, report the site to the **eSafety Commissioner**. They have a range of powers to take action to have content removed.

Kids Helpline is a free, confidential telephone and online counselling service for young people between 5 and 25 years old.

If a child is in immediate danger, call 000.

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