



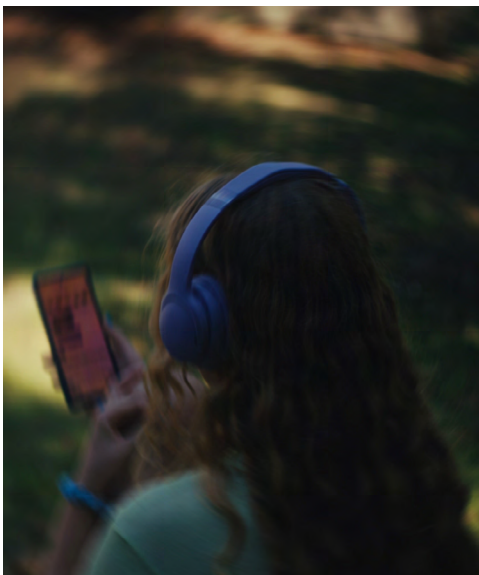
About this guide

This toolkit is designed to support educators to facilitate trauma-informed and strengths-based learning experiences with young people, which encourage help-seeking behaviour if they experience harm online.

The 'F' word... Fake

Deepfakes: AI-facilitated image-based abuse

A guide for educators



About the film

Duration: 5 - 6 minutes

Audience: 13 - 15 year olds

Daphne, Nuri and Oliver each experience AI-facilitated image-based abuse in different ways.

Daphne is blackmailed with an AI-generated nude, Nuri's ex-partner coerces her with a deepfake image, and Oliver harms others by creating explicit AI photos of girls from his school. As their stories unfold, an AI expert explains how AI technology is enabling new forms of abuse, and that shame often keeps young people silent. Through moments of fear and truth-telling, each young person is able to recognise the harm caused by these images, react and report, to take back control. Young people are reminded that if this happens to them, they're never alone, they can get help, and this doesn't define them.

This film aims to encourage young people to reach out for help if they experience harm related to deepfakes online. It has been created through deep consultation with teams of Young Advisors, Educator Advisors and subject matter experts. Each young character's story is grounded in research and lived experience script consultation.

About AI-facilitated image-based abuse

A person uses AI (artificial intelligence) to create explicit images or videos, then shares them or threatens to share them. It's image-based abuse, and it's illegal. You may also hear it referred to as 'deepfakes', 'nudify apps' or 'undress' apps.

The images might be 'fake', but the harm they cause to people is very real. It's easy to access tools to create these images, and they are often deliberately targeted at young people through mainstream platforms. The content created is hyper-realistic, and almost impossible to distinguish what's real and what's AI.

This type of harm is increasing at an alarming rate. In 2025, Australia's eSafety Commissioner [revealed](#) that reports about AI-facilitated image-based abuse from people under the age of 18 had more than doubled in the past 18 months, compared to the total number of reports received in the seven years prior. Four out of five of these reports involved the targeting of women and girls. They estimate this is an under-representation of the real prevalence of this issue. US-based international agency, the National Centre for Missing and Exploited Children (NCMEC) [shared](#) that reports of generative artificial intelligence (GAI) related to child sexual exploitation soared from 6,835 reports to 440,419 – a 6343% increase in just the first six months of 2025.

Perpetrators can be complete strangers on the internet, or they can be peers. In one [study](#), 1 in 10 young people said they personally knew someone who'd used AI tools to make nude images of other kids, while 1 in 8 knew someone who'd been the target.

The eSafety Commissioner has called on schools to prepare for and respond to incidents of deepfake abuse and has provided the [Toolkit for Schools](#) to support them in doing so.

Like any technology-facilitated harm, AI-facilitated image-based abuse will continue to evolve, as will the laws related to it and the supports available for those who experience it. For this reason, the video does not include specifics, but these can be explored in associated learning activities.

Fostering a safe and supportive environment

Content notice: This film is based on true stories. It explores online child sexual exploitation, technology-facilitated abuse and suicide.

We suggest educators take a trauma-informed and strengths-based approach when screening this video and facilitating learning experiences. Find out more about practical ways to do this in our [Trauma-Informed Approach Factsheet](#).

Check ins: These videos and activities explore scenarios which your students may be currently experiencing. The activities are intentionally one step removed and at no time should anyone be asked to share their personal experiences. You may wish to facilitate a mood thermometer (e.g. Eyes closed, thumbs up, thumbs down, thumbs sideways for students to share how they're feeling with you) before commencing each activity and remind students how to access support in your context if it's needed.

We asked our Young Advisors what they'd hope educators would keep in mind when facilitating these learning experiences ...

"These films open up sensitive but vital conversations about online safety, trust, and shame, so the most important thing is to create a calm, non-judgmental space for discussion."

"These films aren't just educational tools; they're invitations to reflect, to question, and to reclaim autonomy and power."

"How do we know that you're someone we can go to? Teachers that are involved in student's lives build trust and connection, which goes such a long way in helping with these issues."

"Frame help-seeking as a strength, not a weakness. - Emphasise that no one deserves to be manipulated or exploited ever."

Example Activities

These activities are designed for you to use in ways that are appropriate to your context, schedule and young people. They bring together the film's content with research and curriculum, providing the basis for strengths-based learning experiences which build capacity and the likelihood of help-seeking behaviour.

Activity 1: In their shoes

Learning intention

Students collaboratively analyse the experiences, thoughts and emotions of each character in the film to recognise harm, demonstrate empathy and build emotional literacy. They then analyse how a person's personal circumstances, social messages and gendered expectations influence how they use AI in safe or harmful ways, and how they seek help if they experience AI-facilitated harm.

Step 1: Prepare the learning space

Set up three stations around the room with poster papers and markers or print copies of the template provided in [Appendix A](#). Divide students between the stations and allocate them a character per group – Daphne, Nuri or Oliver.

Step 2: Role on the wall

- Ask students to draw the outline of a person on their poster paper and write the name of their character on top.
- Discussing together as a group, students write facts they know their character around person.

Educator Prompt: *Think about what happened in their story, particular lines they said, information about their personal circumstances. For example:*

- Daphne lives in a small town. She didn't have many people to talk to.
- Nuri had recently broken up with a boyfriend. He has bullied her during their relationship.
- Oliver spends time talking to people online. He reported what he did himself.
- On the inside of the person, students write what they think the character might have been feeling or thinking during and after their experience in the film.

Educator Prompt: *Think about how they might have felt when they realised something wasn't right in the story. What sorts of things did they worry about? For example:*

- Daphne was scared. She felt alone, like no one would believe her.
- Nuri was confused - she was mad at her ex-boyfriend, but also felt like it was her fault because she had shared nudes with him. She was scared that her new boyfriend might not believe her, but she felt strongly about standing up for herself.
- Oliver spends time talking to people online. Why did his online friends encourage him to make the nudes? He regretted making the fake images of the girls. He was scared of what would happen if he told someone.

You can read more about the 'role on the wall' concept [here](#).

Step 3: Guided reflection

Students can discuss with the other members of their group, or you could run this as a think/pair/share.

Ask students to reflect on the characters in the story:

- What factors do you think either support or stop young people getting help if they have an experience related to AI-generated images which is harmful?

Educator Prompt: *All of the characters in this film eventually got help in some way. Do you think this is always the case? Why/ why not?*

- In what ways do you think gender impacts people's experiences of image-based abuse when it comes to AI? For example, in this film both the victims are young women, and the person using AI in a harmful way is a young man. Why do you think this is?

Educator Prompt: *Reports to eSafety suggest women and girls are much more likely (80% of the time) to be targets of this kind of harm, and that teenage boys are often (though not always) creating the images. It is presumed these reports are 'just the tip of the iceberg'.*

- What information or advice do young people in Australia currently receive about AI, particularly relating to the creation of images/ deepfakes?
- What information and advice SHOULD young people receive to reduce the number of deepfake incidents?

Optional extension (agency-building)

You can ask students to create resources which shared information and advice AI/deepfakes in accessible formats (e.g. posters, wallet cards, or digital resources or share selected examples in school newsletters) and consider how strategies could be modified for younger students to support a safer AI culture.

Activity 2: Getting help

Learning intention

Students **plan, practice and evaluate** practical strategies for responding to AI-generated image-based abuse, for themselves or others, in ways that prioritise safety, reduce shame, and increase help-seeking.

Step 1: Situating discussion

Ask students to consider the experiences of the characters in the story. For each character, ask them to suggest one barrier they experienced to getting help, and one thing that supported them to get help.

Educator Prompts:

- **Daphne - Barriers:** feeling isolated in a small town, not thinking the people around her would believe the images were fake. **Supports:** a friend online noticed she'd been around less and checked if she was alright. The friend encouraged Daphne to get help.
- **Nuri - Barriers:** feeling embarrassed and worried that it was her fault because she'd shared nudes during her relationship with her ex. **Supports:** feeling like she could tell her new boyfriend the truth, feeling like she could speak to the police.
- **Oliver - Barriers:** not being knowledgeable about how his behaviour could harm others, then being ashamed of what he did and scared of what would happen if he tells anyone that he created these images. **Supports:** his friends who helps him understand the impact of what he did, then encourages him to make it right.

Explain to students that it's often tricky to know what to do when these sorts of things happen, and having a simple plan to follow can really help.

Step 2: Planning - Developing a step-by-step safety plan

Ask students to create a step-by-step safety plan for a young person who realises they are experiencing deepfake abuse.

Provide the 4 - 6 step safety plan template as provided in [Appendix B](#). Educators can access more information on how to deal with the image-based abuse on the [eSafety website](#).

Educator Prompt: 'This guide is for someone who is scared, overwhelmed and under pressure. The steps should be simple, calm and realistic.'

- What could they do in the moment? (e.g. Close the chat, message a friend, etc).
- What could they say to the perpetrator? (e.g. Nothing, call them out, etc).
- Who could they talk to? (e.g. Friend, adult they trust, etc).
- How could they make it stop? (e.g. Report to...)

Optional extension (agency-building)

You can ask students to adapt safety plans into accessible formats (e.g. posters, wallet cards, or digital resources or share selected examples in school newsletters) and consider how strategies could be modified for younger students to support a safer AI culture.

Step 3: Guided reflection

Ask students to evaluate how we can:

- Be prepared for deepfake abuse, as it is usually something which comes out of the blue for the victim?
- Raise community awareness about this harm, so it becomes less common, and so victims have the information they need before experiencing it?

Step 4: Whole-group consolidation

Remind students:

- It is never a victim's fault if they have fake explicit images created of them, even if they shared nudes first.
- AI is powerful technology, and it's up to all of us to choose to use it in ways that are safe and respectful.
- Having simple safety plans to follow if we need them can mean we're more likely to be able to support ourselves and our friends to regain control and safety.

Activity 3: The words we say

Learning intention

Students rehearse and evaluate help-seeking communication strategies and analyse how empathetic and supportive responses influence disclosure, ongoing help-seeking and safe relationship behaviours for both victims of harm and those who use technology in harmful ways.

Step 1: Situating discussion

- Organise students into pairs or small groups.
- Remind students that these videos include the stories of both young people who experience this kind of harm, and a person who uses AI in ways that are harmful to others. This activity explores both perspectives and is designed to encourage thinking about how our responses in these situations can encourage help-seeking in both situations.
- Ask students - why do you think this video includes Oliver's story, as well as Daphne and Nuri's?

Educator prompt: *An important part of this video is to explore how to get help if you experience deepfake abuse. However, lots of deepfakes are created by peers so by speaking honestly and openly about why these harms happen, we might reduce the amount of harmful images which are being created.*

Step 2: Rehearsing - Help-seeking

PART A: PEER SUPPORT REHEARSAL

In pairs or small groups, ask students to:

- a. Write an example of how someone could tell a friend if they discover an explicit deepfake has been made of them (e.g. Like in Daphne and Nuri's stories).
- b. Write an example of how a friend could tell someone there is a deepfake online which has been made of them (e.g. That's being circulated without the victims knowledge).
- c. Write an example of how someone who has created explicit AI deepfakes could tell their friend what they've done (like in Oliver's story).
- d. Roleplay supporting ways the friend could respond in each situation.

Educator prompts: *'What could you say to reduce shame and avoid judgement? How could you encourage help-seeking without forcing it? When might you need to involve an adult? Emphasise to students that supportive, non-judgemental peer responses can reduce shame and increase help-seeking.'*

PART B: ADULT DISCLOSURE REHEARSAL

Role-play a conversation between:

- a. A young person.
- b. A trusted adult (educator, parent, coach).

Ask students to discuss:

- How could the young person start the conversation?
- What adult responses would make it easier to keep talking?
- What could the young person say/ do if the adult doesn't respond in the way they hoped?

Educator prompts: *Explain that sometimes adults may not respond how we'd hope, but that everyone deserves help, support and empathy. If the adult you tell isn't able to support you in the way you need, find someone else to tell, and keep telling people until you get the help you need. This can take courage but it is so very important. If no one around you can help, counsellors at Kids Helpline are trained for this and you can message them privately.*

Step 3: Evaluating - Reflection and judgement

Ask students to reflect individually or as a class:

- Which strategies felt easier to use?
- Which felt hardest? Why?
- How might fear, shame or power imbalance affect choices?
- What would you do differently if helping a friend versus yourself?

Remind students

- Everyone has the right to decide how their images are used.
- Planning, practising and reaching out can stop the harm and restore control.
- There is always more than one way to get help.

Make a report

If you're aware of harm happening to yourself or a young person you care about, you can report:

- In an emergency, call 000
- Contact your local police on 131 444
- Call Crimestoppers on 1800 333 000



 **eSafety Commissioner**

- <https://www.esafety.gov.au/report>



Australian
Centre to Counter
Child Exploitation

- ACCCE
<https://www.accce.gov.au/report>

1800RESPECT

NATIONAL DOMESTIC FAMILY AND
SEXUAL VIOLENCE COUNSELLING SERVICE

- 1800RESPECT on 1800 737 732
<https://1800respect.org.au/>



raisingchildren.net.au
the Australian parenting website

- Parent helplines and hotlines (state by state)
<https://raisingchildren.net.au/>



National Office for
Child Safety

- For more information and links to support, visit
<https://www.childsafety.gov.au>

Support services

If you're a young person



kids helpline
anytime.anyreason.

- (for children and young people aged between 5–25) on 1800 55 1800 <https://kidshelpline.com.au/>

Bravehearts

bravehearts.org.au

- (support for child sexual abuse survivors) on 1800 272 831 <https://bravehearts.org.au>

For Aboriginal and Torres Strait Islander people



13YARN
"Our Story, Our Healing"

- on 13 92 76 www.13yarn.org.au

If you're a parent/caregiver/educator



blueknot
empowering recovery from complex trauma

- on 1300 657 380 <https://blueknot.org.au/>



samsn
SURVIVORS & MATES SUPPORT NETWORK

- on 1800 472 676 <https://www.samsn.org.au/>



- Daniel Morcombe Foundation: Keeping Kids Safe resources <https://danielmorcombe.com.au/keeping-kids-safe-resources/>



eSafety Commissioner

- e-Safety Commissioner: [Online safety](https://online.safety.gov.au/) | [eSafety](https://esafety.gov.au/) Commissioner



kids helpline
anytime.anyreason.

- Kids Helpline: [Resources for Kids 5-12 Years](https://www.kidshelpline.com.au/resources-for-kids-5-12-years/) | [How Can we Help?](https://www.kidshelpline.com.au/how-can-we-help/) | Kids Helpline



- Think you Know: [Find advice](https://www.thinkuknow.org.au/) | [ThinkUKnow](https://www.thinkuknow.org.au/)

1300 326 435

AdolescentHub.com.au

Connections to curriculum

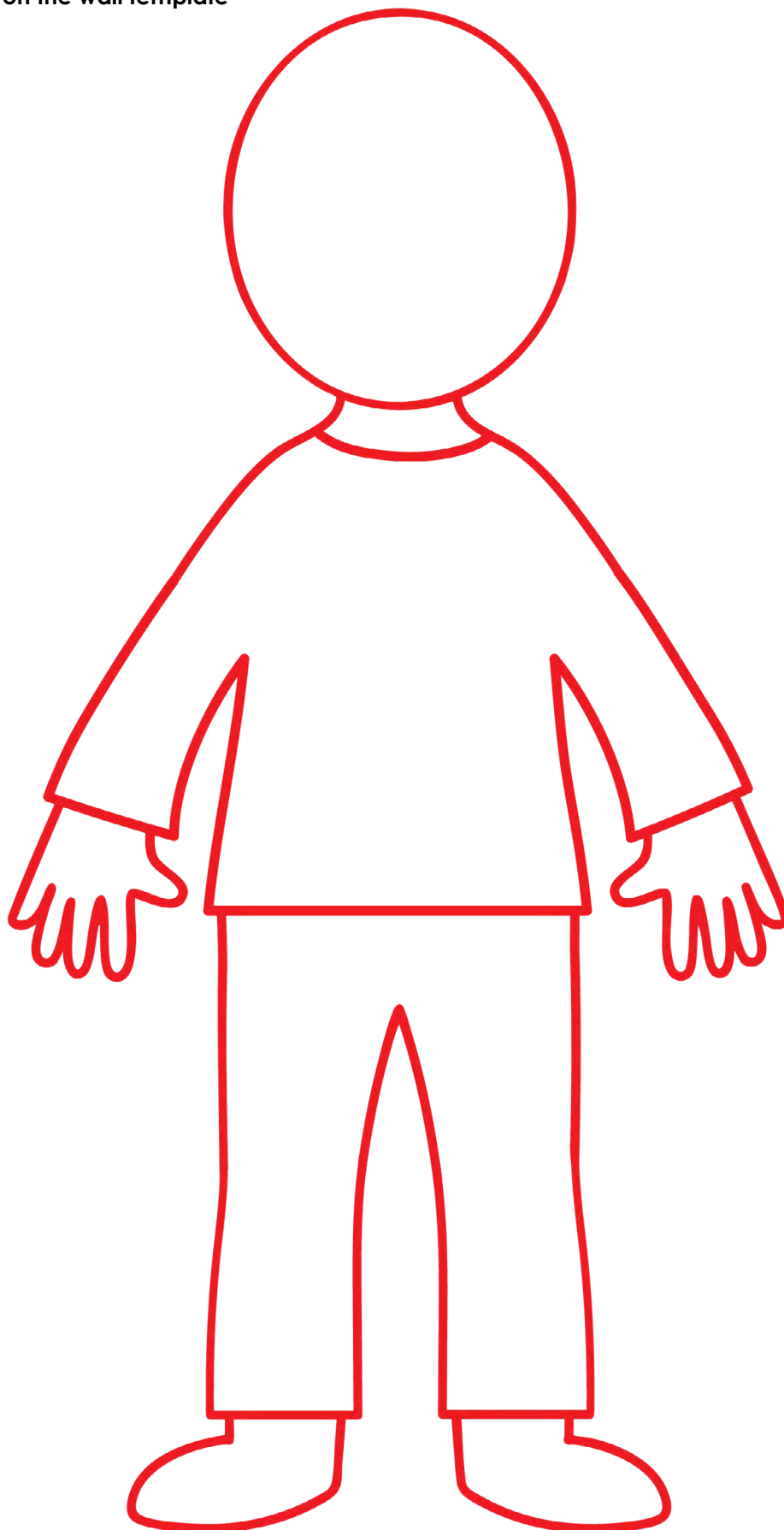
These resources and toolkit activities are designed to supplement ongoing, whole-school child safety education which is integrated into the curriculum. Within each activity there are explanations and content prompts to support teachers to facilitate exploration of the suggested concepts. The activities are designed to be adapted to suit the needs of your context. This resource presents evidence-informed, age-appropriate content which is aligned to ACARA v9, digital literacy general capability and Health and Physical Education learning area.

National Principles for Child Safe Organisations

Principle	This resource supports by...
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.	Emphasising a trauma-informed and strengths-based approach, encouraging young people's agency by equipping them with knowledge to make their own decisions about viewing this resource.
3. Families and communities are informed and involved in promoting child safety and wellbeing.	This video resource is accompanied by a suite of toolkits/guide for educators, caregivers and young people themselves. This approach is designed to facilitate shared knowledge, capacity-building, and involvement in child safety education.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.	This toolkit and the video resource is intended to provide educators with practical knowledge and tools to support themselves and their young people, particularly with reference to emerging online harms.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.	By viewing this resource and completing supporting activities, educators are facilitating a primary prevention approach by increasing knowledge and awareness about emerging harms and help-seeking strategies.

Appendices

Appendix A - 'Role on the wall template'



Appendix B - Image-based abuse Safety Plan - Student Worksheet

Write one suggestion next to each dot point. Search '[eSafety dealign with image-based abuse](#)' for more guidance.

Step 1: In the moment

Which actions could help reduce harm and keep you safe straight away?

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-
-

Step 2: What could you say to the perpetrator?

Hint: it could be 'nothing'.

-
-
-

Step 3: Get support

Who could you go to for help?

-
-
-

Step 4: Make it stop

What steps could help block, report or resolve the situation?

-
-
-

Step 5: Look after yourself

In what ways could you support your emotional wellbeing afterwards?

-
-
-

Bonus step: Helping someone else

If a friend told you this was happening to them, what could you do to support them?

-
-
-

Key message: You are not in trouble. Getting help is a safe and responsible choice.