



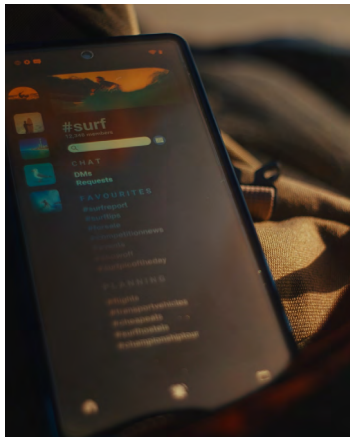
About this guide

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.

Sextortion: Break the silence

How it happens and why it's never your fault

A guide for educators



About the film

Duration: 5 - 6 minutes

Audience: 13 - 15 year olds

Follow Archer, Rohan and Jade as they form online relationships that quickly turn dark. What begins as trust and flirtation becomes grooming, manipulation and blackmail as their conversations spiral into sextortion.

Through their stories, guided by an expert voice, we recognise how easily sextortion unfolds and how shame traps victims into silence. We see how difficult it can be to know how to react in these situations, and how reaching out for help or to report what's happened can help the young people reclaim control. We are reminded that sextortion is never the victim's fault, and support is always available.

This film aims to encourage young people to reach out for help if they experience sextortion 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 sextortion

Child online sexual exploitation impacts young Australians every day, but it's scarcely discussed and the deep shame young people feel when it happens is stopping them reaching out for help.

Sextortion: a form of blackmail where someone threatens to share a nude or sexual image or video of you unless you give in to their demands.

[Research](#) tells us that more than 1 in 10 adolescents experience sexual extortion in their lifetime, usually before they turn 16, and often more than once. The perpetrator is usually someone the young person meets online, and 90% of the time they make first contact. Demands may be for money or intimate images. Young people who have more visibility online are vulnerable to being targeted, and 40% of victims are sextorted with images which have been digitally manipulated. The perpetrator [grooms](#) the young person, gaining their trust, then quickly turns against them. The situation often escalates quickly, in the worst cases, resulting in [tragic loss of life](#).

Like any technology-facilitated harm, sextortion 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: Scale of truth

Learning intention

By developing an evidence-based knowledge of sextortion, students **recognise** it is common, it's never the victim's fault, and they should always reach out for help if it happens to them.

Step 1: Prepare the learning space

Label one side of the room TRUE and the other FALSE

Explain this activity:

- Is this about learning, not judgement.
- Exists because sextortion is often misunderstood and rarely talked about.
- Helps us support ourselves and others with knowledge and empathy.

Step 2: Knowledge activation through movement

- Read each statement aloud. Students move along the scale based on how confident they are that the statement is true or false.
- Use the existing statements, answers and research explanations as provided in [Appendix A](#).

Educator Prompt: 'It's okay to be unsure. Most people don't know about sextortion, but the more knowledge we have, the more likely we are to be able to protect ourselves and others.'

Step 3: Guided reflection through scaffolded discussion

After several statements, pause and ask:

- What surprised you the most?
- Which myths do you think stop people from getting help?
- How might believing in these myths make a situation more dangerous?

Step 4: Whole-group consolidation

Draw the discussion to a close by reminding students:

- Sextortion is common, fast-moving, and never the victim's fault.
- Accurate knowledge reduces shame and increases the likelihood that you or a friend will notice if it's happening and get help.
- There is always a place to get help (e.g. Kids Helpline), even if you can't talk to the people around you.

Note: This video/ activity explores a small part of a very nuanced digital culture, which might be part of your broader approach to digital literacy education. [The Line](#) is a similar activity which explores the broader digital context.

Activity 2: Character profile

Learning intention

Students will **analyse** sextortion scenarios and **identify** practical strategies to **recognise** risk, **react** and **report** harm, and **seek** help.

Step 1: Group setup

Divide students into three groups and assign each group one character: Archer, Rohan or Jade. Provide poster paper or the printable template Appendix B. Note, Archer's story includes references to suicide, so you may choose to assign to a particular group or explore as a whole group under your guidance.

Step 2: Character analysis

PART A: RECOGNISE - Awareness → Analysis

1. Ask students to identify where grooming occurs in each character's story, using the [five stages of grooming](#) (National Office for Child Safety). In this video, where did you see these five stages for Archer, Rohan and Jade?
 - a. **The young person is targeted** - usually the perpetrator reaching out first.
Educator prompt: All three characters were contacted first by people they didn't know.
 - b. **Building trust** - the perpetrator says things to build trust with the young person.
Educator prompt: All characters receiving a message saying 'hey sexy'; Jade being told she looks older than 13; all three felt they could talk about or do things they'd usually keep secret.
 - c. **Isolation** - the perpetrator makes the young person feel less connected with their friends/ family.
Educator prompt: Archer trusted '33_PHOENIX.2' to talk about his sexuality because it felt like an experience they both shared. He said he wouldn't usually tell other people about it.
 - d. **Sexualisation** - The conversation becomes sexual. Images or personal information might be shared.
Educator prompt: Rohan had video chats with 'GISELLEX' which he described as 'pretty sexual'. The implication is that he shared intimate videos of himself. Jade also shared nude photos of herself.
 - e. **Control** - Perpetrators use threats, coercion and shame to control the young person.
Educator prompt: Each character received a threat based on the perpetrator possessing explicit images or videos of them. Clarify that Archer never sent explicit images or videos, but that '33_PHOENIX.2' had used AI to create an image which looked like he was performing sexual acts with another man.
2. Sextortion then involves a threat
 - a. What was the perpetrator demanding from each character?
 - b. What was the threat they used to manipulate them?**Educator prompts:**
 - i. **Archer** - was asked for 'the real deal' (ie. Real sexual/ nude images), or the perpetrator would share the fake images with Archer's parents. The implication is Archer is afraid he will be 'outed' (ie. Everyone finding out he's exploring his sexuality).
 - ii. **Rohan** - was asked for \$200 or the perpetrator would share the sexual videos of him with all his contacts.
 - iii. **Jade** - was asked to continue sending 'better' nude images of herself, otherwise her perpetrator would report her to the police. He convinced her she was the one who'd go to jail because she'd sent a nude image in the first place.

PART B: REACT - Emotional insight → Empathy

Ask students to discuss:

- How did the character react emotionally to different points in the story?
- What made it difficult for them to tell someone or seek help?
- What fears, beliefs, or emotions (e.g. shame, embarrassment, fear of consequences) kept them silent?

Educator prompt: *'Strong emotional responses such as fear, shame, embarrassment, and self-blame can limit a person's capacity to act, even then they understand recommended safety or help-seeking strategies. These emotional barriers can increase isolation and delay access to support.'*

PART C: REPORT - Analysis → Prevention thinking → Seeking help

Ask students to identify:

- If, when and how the character sought help.
- Why was it difficult or even impossible for each character to get help?
- What do you think happened to Archer? Why is it important for a story like his to be shared in the video?

Educator prompt: *'Archer's story is based on evidence from the lived experiences of young people in Australia who were victims of sextortion and as a result, tragically lost their lives to suicide. It is included to honour their experiences, raise awareness of the need for a culture where those who experience sextortion know there are safe ways to get help, and to reinforce a critical message: sextortion can always be stopped, and support is always available, not matter what has happened.'*

Step 3: Whole-group consolidation

Bring groups together and ask:

- How does getting help change things for each character?

Remind students:

- Reinforce the urgency of early help-seeking.
- Emphasise that shame and fear are barriers created by perpetrators, not personal failures.
- Support is always available, even when it doesn't feel that way.

Activity 3: Getting help

Learning intention

Students will **plan, practise and evaluate** spractical strategies for responding to sextortion, for themselves or others, in ways that prioritise safety, reduce shame, and increase help-seeking.

Educator prompt: '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 is so very important. If no one around you can help you, counsellors at Kids Helpline are trained for exactly this sort of thing and you can message them privately.'

Step 1: 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 being sextorted. Provide the 4 - 6 step safety plan template as provided in [Appendix C](#). Educators can access more information on how to deal with sextortion on the [eSafety website](#) and see a breakdown in the Caregiver and Young Person Guides.

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

- o What could they do in the moment? (e.g. Close the chat, message a friend, etc).
- o What could they say to the perpetrator? (e.g. Nothing, call them out, etc).
- o Who could they talk to? (e.g. Friend, adult they trust, etc).
- o 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 culture of peer pressure.

Step 3: Rehearsing - Help-seeking

PART A: PEER SUPPORT REHEARSAL

In pairs or small groups, ask students to:

- a. Write two examples of how a young person experiencing sextortion could tell a friend about what's happening (e.g. The words they could actually use).
- b. To role play ways the friend could respond.

Educator Prompt: '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 prompt: *'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 is so very important. If no one around you can help you, counsellors at Kids Helpline are trained for exactly this sort of thing and you can message them privately.'*

Step 3: Evaluating - Reflecting and judgement

Ask students to reflect individually or as a class:

- Which strategies felt easiest 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:

- Sextortion relies on silence, shame, fear and isolation.
- 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.

Appendix A - Scale of Truth Statements

Statement	Answer	Information
I probably don't know anyone who has experienced sextortion.	False	You may not know your friend has experienced sextortion because there's so much shame about it, they might not tell you. But actually, more than 1 in 10 adolescents in Australia experience sexual extortion. It's likely you or a friend has or will experience it, usually before the age of 16.
If someone has been a victim of sextortion, there's no way it'd happen to them again.	False	About a third of sextortion victims experience it more than once. Remember, it can be really difficult to spot when it's happening, and the perpetrators are highly experienced at manipulating people so they don't notice.
You can only be sexually extorted if you've shared explicit images (e.g. Nudes).	False	In research, about 40% of victims said they were extorted using digitally manipulated materials (e.g. Deepfakes) which can be created using AI without access to any real explicit images. It doesn't only happen to people who share nudes, and even if you have shared a nude, you still don't deserve to be blackmailed with it.
The perpetrator is usually someone the victim meets online.	True	64% of the time, it's someone the person meets online (and never in person). 90% of the time, the perpetrator makes first contact (i.e. Starts the conversation). This is a good clue to look out for that something might not be safe.
Sextortion can happen really quickly and can be really intense.	True	The time between first contact with a perpetrator and the first threat is often quick – Most (58%) of the time, it's less than a week; About a third of the time (28%) it's less than 3 hours. About a third (32%) of victims received threats multiple times per day. It can be very intense and very quick.
It's most likely that the perpetrator will demand money from the victim.	False	Young men are more likely to receive demands for something of financial value (e.g. Money or gift cards) (79% of men vs 33% of women). Young women are more likely to receive demands for additional intimate material (e.g. Nudes) (59% of women vs 18% of men).
Sextortion can happen to anyone.	True	If you use the internet, you might experience sextortion, or someone might try to groom you or get your trust for unsafe reasons. It doesn't matter who you are.
If I experience sextortion, I must give in to the blackmailer's demands, otherwise they'll follow through on their threat.	False	Blackmailers usually give up when they realise you won't pay. If they do share your intimate images or videos online, eSafety can help get it removed.
It's my fault if sextortion happens to me.	False	It is never a person's fault if they experience sextortion. Ever.

If I can't tell my parents, there's no one who can help me stop sextortion.	False	You are never alone. There are lots of options for getting help, even if you don't feel you can speak to your family or people around you. You could call Kids Helpline, report to eSafety or ACCCE.
If I tell the police, my parents will definitely find out.	False	Every situation is unique, and the priority is your safety. If you make a report, tell the police if there's a reason that you're worried about your parents finding out. The police will want to ensure you are safe and have the support of a responsible adult to guide and assist you through this difficult time. Seek help and support from a trusted adult, which could be a relative or school counsellor. Nothing is so bad that you can't tell someone. You don't have to go through this alone, and there is help available. You should feel in control of your story, and if they do feel your parents need to be told, you can speak about how that might happen with the police.

These answers are based on [research](#) from the Australian Institute of Criminology, the Australian Centre to Counter Child Exploitation and [eSafety](#) and are current as of 10 February 2026.

1. Recognise

Where did you notice grooming?

What was the threat?

2. React

How would you describe the young person's reaction?

Why was this threat so scary to them?

3. Report

How did this young person report what happened to them?

Character name

.....

*Draw them if you're
feeling creative*

Appendix C - Sextortion Safety Plan - Student Worksheet

Write one suggestion next to each dot point. Search '[eSafety dealing with sextortion](#)' for more guidance.

Step 1: In the moment

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

-
-
-

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 you go to for help?

-
-
-

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.