

SEXTORTION: WHAT TEENS NEED TO KNOW

Lesson Material

- ▶ Kids in the Know *Safety Meeting* PowerPoint® slide
- ▶ *Sextortion: What Teens Need to Know* PowerPoint presentation
- Note: the PowerPoint can be used as a standalone presentation or in conjunction with the activities in the lesson plan. If students are working remotely, some of the videos in the PowerPoint, including supplementary videos, are available at kidsintheknow.ca/grade7/8*
- ▶ *Sextortion: What Teens Need to Know* PowerPoint speaking notes
- ▶ *Sextortion* case studies (three case studies)
- ▶ *Compare and Contrast* activity sheet
- ▶ *Sextortion* scavenger hunt
- ▶ White board*
- ▶ Chart paper*
- ▶ Access to a computer lab and the internet*

Suggested Time: 60 minutes

Note: Materials with an asterisk () are not supplied.*



OUTCOME

Students will be able to define sextortion.

Students will be able to communicate benefits and risks associated with technology.

Students will be able to identify and recall very serious behaviour (which is based on laws within the *Criminal Code* of Canada).

Students will be able to identify coercive behaviours and associated impacts.

Students will know how to respond safely to sextortion and coercion.

Students will know where to get help if they are negatively impacted by sexual pictures.



SAFETY MEETING

Start your lesson by putting up the **Kids in the Know *Safety Meeting* PowerPoint slide.**



BACKGROUND

What is Sextortion?

Simply put, sextortion is blackmail. It's when someone threatens to send a sexual image or video of you to other people if you don't pay them or provide more sexual content.



What is the Non-Consensual Distribution of Intimate Images?

It is illegal for a person to distribute an intimate image of another person without that person's consent. If the intimate image involves someone under 18, it is generally illegal to distribute the image to others regardless of whether consent was provided.

Why Youth are Vulnerable

Teens' brains are wired for social interaction and bonding with others. Their need for acceptance and belonging strongly drives their decisions. Puberty increases experimentation, sexual curiosity, and sexual arousal. These hallmarks of adolescence increase the vulnerability of youth towards sexual exploitation.

Sign-up to receive Cybertip.ca Alerts™

Cybertip.ca Alerts are notifications sent out to inform the public of concerning technology trends and new resources designed to increase children's personal safety. As Canada's national tipline for reporting the online sexual exploitation of children, the information reported to Cybertip!ca® enables us to identify the online risks children and youth are facing. Recognizing that it can be difficult to keep up with technology, signing up for these alerts provides you with important information to help keep children safe while using the various popular platforms on the internet.

Visit cybertip.ca/alerts 



PRESENTATION

ACTIVATE PRIOR KNOWLEDGE

On a **white board** or **chart paper** write the following words: Nudes, Pictures, Demands, Threats, Money, Humiliation, Shame, Help, Illegal, Harmful, Dating.

Select students to read out the words and as a class generate a prediction for what the lesson is about. Discuss how each word is linked to the class prediction.

AS A CLASS BRAINSTORM THE FOLLOWING

- ▶ How do youth use the internet?
- ▶ What are the benefits of the internet?
- ▶ What are the risks with the internet?

Show **Sextortion PowerPoint slides 2-4** and discuss the responses as a class.

DIRECT INSTRUCTION

Go over **Sextortion PowerPoint slides: 5-6**.

Sextortion PowerPoint slides: 7-18

Read the following statements out loud and ask the students to stand up or raise their hand if they think the statement is false, and to stay seated if they think it is true.

- ▶ **It's not a big deal to post nude pictures – it's just for fun!**

False: It is really risky. The internet is a public place and photos shared electronically can easily be shared beyond the intended audience.



Did you know that pictures and videos of a person under 18 who is naked or semi-naked can be illegal? It is never okay to look at, keep, send, post, or take pictures or videos of a person under 18 who is naked or semi-naked.

- ▶ **If you receive a nude, you don't need to worry about it if it is on your phone.**

False: A naked picture of someone under 18 years old is child pornography and if it is stored on your phone you may be possessing child pornography which is illegal. If you receive a picture or video, delete it.

- ▶ **If you receive someone else's nude and choose to share it without consent by the person who is in the image, it is illegal.**

True: Sharing nudes of another person without their consent is illegal in Canada.

- ▶ **Everything online is temporary — just press delete!**

False: It is easy to lose control of what happens to information and images shared online.

- ▶ **Threatening another person in order to get a sexual picture from them is illegal.**

True: It is very serious if someone threatens another person to get them to send a sexual picture/video/engage in sexual acts.

Sextortion PowerPoint slide: 20

Simply put, sextortion is blackmail.

It's when someone threatens to send a sexual image or video of you to other people if you don't pay them or provide more sexual content.

Threatening to send or share a sexual image or video of someone unless they meet certain demands is illegal.

THINK/PAIR/SHARE

Arrange the students into pairs and ask them to generate possible scenarios where sextortion could occur.

Ask them to consider the impact on someone who has such an experience and how they might feel? How might they respond?

As a class ask pairs to share.

CASE STUDIES

Sextortion PowerPoint slides: 21-23

Arrange the students into groups and hand the **Sextortion case studies** and the **Compare and Contrast activity sheet** to each group. Assign each group one case study to focus on.

Ask groups to read the case studies and complete the **Compare and Contrast** activity sheet to outline the similarities and differences between all three cases.

For their assigned case study, have the groups:

- ▶ Describe the serious issue(s).
- ▶ Hypothesize possible impacts on the victim(s).
- ▶ Consider the possible consequences for the person who is harming others.

Discuss findings as a class.

GUIDED PRACTICE

DEFINE SEXTORTION

Show the video *Naked Mole Rat* on **Sextortion PowerPoint slide: 19** and ask the students to share their reaction to the video.



CLASS DISCUSSION

The Law in Canada

Sextortion PowerPoint slide: 24

Explain to the students:

Both boys and girls can be victims of sextortion. Boys are often blackmailed to send money or additional sexual pictures. Girls are often blackmailed to send additional sexual pictures or to get back together in a dating relationship.

In Canada there are criminal offences that cover the following:

- ▶ Unwanted or illegal sexual contact
- ▶ Acts that make others feel unsafe
- ▶ Acts that hurt the reputation of another person
- ▶ Acts that violate privacy
- ▶ Underage sexual pictures and videos
- ▶ Sharing someone else's sexual pictures or videos without their consent

Ask the students: Why do you think these laws exist?

Non-consensual Distribution of an Intimate Image

Sextortion PowerPoint slides: 25-27

Watch the following videos as a class:

- ▶ *It's Your Body, It's Your Image, Take Back Control*
- ▶ *Sharing Someone's Sext is Illegal*

Discuss the law regarding the non-consensual distribution of an intimate image. If someone has a sexual picture/video of you that was created in private circumstances and that person knowingly posts it online or shares it with someone else knowing that you would not consent to that (or being reckless about whether you would consent to it), the person could be criminally charged.

Ask the students to give examples of what would constitute a situation of non-consensual distribution of an intimate image.

The misuse of intimate images can be very harmful and it is never okay for a person to share someone else's intimate picture or video, and it can potentially lead to criminal charges.

Even if someone receives an unsolicited nude – never asked for it – the person has a choice with what they do with it next. If the person chooses to share it, it is unethical, harmful, and illegal. This is the first generation who has instantaneous ability to share material on the internet. With this capability comes the responsibility to make ethical/moral and legal decisions when it comes to sharing pictures online.

Controlling Behaviour/Coercion

Sextortion PowerPoint slides: 28-29

Explain that it is harmful for someone to use controlling behaviour to get someone else to engage in sexual acts. Some examples include:

- ▶ Persistence
- ▶ Guilt
- ▶ Pity
- ▶ Silent treatment
- ▶ Threats
- ▶ Deception/tricking the person
- ▶ Emotional manipulation
- ▶ Intoxication - alcohol, drugs

Ask the students:

- ▶ Do you think some of these red flag behaviours could be mistaken for healthy rather than unhealthy behaviours?
- ▶ Which ones? Explain how they may be mistaken as caring rather than controlling behaviour.



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Go over the statements in slide 29 and have the students guess what controlling behaviour is being used and explain why.

Video

Sextortion PowerPoint slide: 30

Watch the *Spot the Red Flag Behaviour* video as a class.

Responding to Requests for Sexual Pictures

Sextortion PowerPoint slide: 31

Explain to students: There are various ways that youth can respond to uncomfortable situations and resist the request. One of the ways is to use humour. The following website provides youth with humorous pictures, memes, and gifs they can send if they're asked to send a sexual picture:

- ▶ Naked Mole Rat gallery (dontgetsextorted.ca)

Harmful Impacts

Sextortion PowerPoint slides: 32-34

Explain to the students: One in five youth consented to sexting when they didn't want to. This happened through sexting coercion and/or youth dating abuse/aggression. Youth surveyed said they sexted because they felt pressured.

Explain to the students: One in four people saw a medical professional after being sextorted.¹

Continue the conversation by sharing the possible harmful impacts on individuals when controlling tactics are used to get a person to participate in sexual activity:

- ▶ Feeling unsafe and fearful
- ▶ Feeling isolated and alone
- ▶ Feeling anxious and/or depressed
- ▶ Sadness, hopelessness

- ▶ Increased substance use
- ▶ Withdrawn/numbness
- ▶ Nausea, headaches
- ▶ Weight loss/weight gain
- ▶ Increased difficulty sleeping
- ▶ Increased difficulty concentrating
- ▶ Increased difficulty with memory
- ▶ Difficulty managing emotions

Explain to the students in relationships both people have the right share their ideas and feeling around what they feel comfortable doing, as well as what they do not feel comfortable doing. This is part of a healthy relationship. If one person does not want to do something, the other person needs to respect and accept those boundaries. If the person ignores these boundaries and begins to pressure and persist to get their own way, it is a sign of control and that is harmful.



SCAVENGER HUNT

Arrange students into pairs and hand out the **Sextortion Scavenger Hunt** to each pair. Have the pairs work together to find the information outlined on the scavenger hunt list. Provide students with instruction for recording their answers – they may use a computer or write on the back of their scavenger hunt list. Students will require **access to the internet** for this activity. All information can be found on the following websites:

- ▶ needhelpnow.ca
- ▶ dontgetsextorted.ca

Optional: The students could be timed to create a competition.

¹ Wolak and Finkelhor. 2016.



SEXTORTION: WHAT TEENS NEED TO KNOW

What to Remember and Where to Get Help

Sextortion PowerPoint slides: 35-41

Go over points to remember on slide 35 of the *Sextortion* PowerPoint.

At slide 36, ask students to give ideas of what someone should do if they are being sextorted or threatened.

Go over the tips on slide 37.

Some of the issues covered in the lesson can impact youth. Explain to the students they are never alone and they can always reach out for help. They can also find out more about how to get out of an uncomfortable situation and take back control at NeedHelpNow.ca[™]. The website is designed for youth and can help if someone has problematic pictures or videos circulation without their consent.

Explain to the students that everyone makes mistakes and that adults are there to help. They have to remember it's never too late to reach out for help.

Ask the students to share ideas of where they can go for help.

Go over examples on slide 41.

Video

Sextortion PowerPoint slide: 42

Watch the *#ChangeTheStory Manifesto* video as a class.

Make sure you empower students by letting them know they are the author of their story and that mistakes don't define them.

MOST IMPORTANT POINTS

Ask the students to write four important takeaways from the lesson.



SEXTORTION

CASE STUDY #1

Instructions: Read the following case study. Your teacher will give you further instruction about the activity.

A 15-year-old sent a picture of his face to someone he met online. They took his face, morphed it onto another person's nude body, and then threatened to send it all over the internet if the boy didn't send money. The boy did not send the money and reported the person and the threat to Cybertip.ca.

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CASE STUDY #2

Instructions: Read the following case study. Your teacher will give you further instruction about the activity.

A 15-year-old girl described that her ex-boyfriend, who goes to a different school, had a nude image of her. He was threatening to share the picture with peers at his school if she did not send him more nude images. The ex-boyfriend also told her peers about the nude image which resulted in her being bullied at school.

She denied his request for more images and begged him to delete her picture. She did not tell her parents about the image, but ended up reporting the situation to Cybertip.ca and expressed that sending this picture was just a mistake.

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CASE STUDY #3

Instructions: Read the following case study. Your teacher will give you further instruction about the activity.

Cybertip.ca received a report from a concerned parent regarding an incident involving her teenage son. He had been coerced to share sexual images with an online user who, at first, represented himself as a teenage girl. The online user then threatened to distribute the images online if the youth did not comply with his demands for more images.

Following an investigation police learned there were more victims.

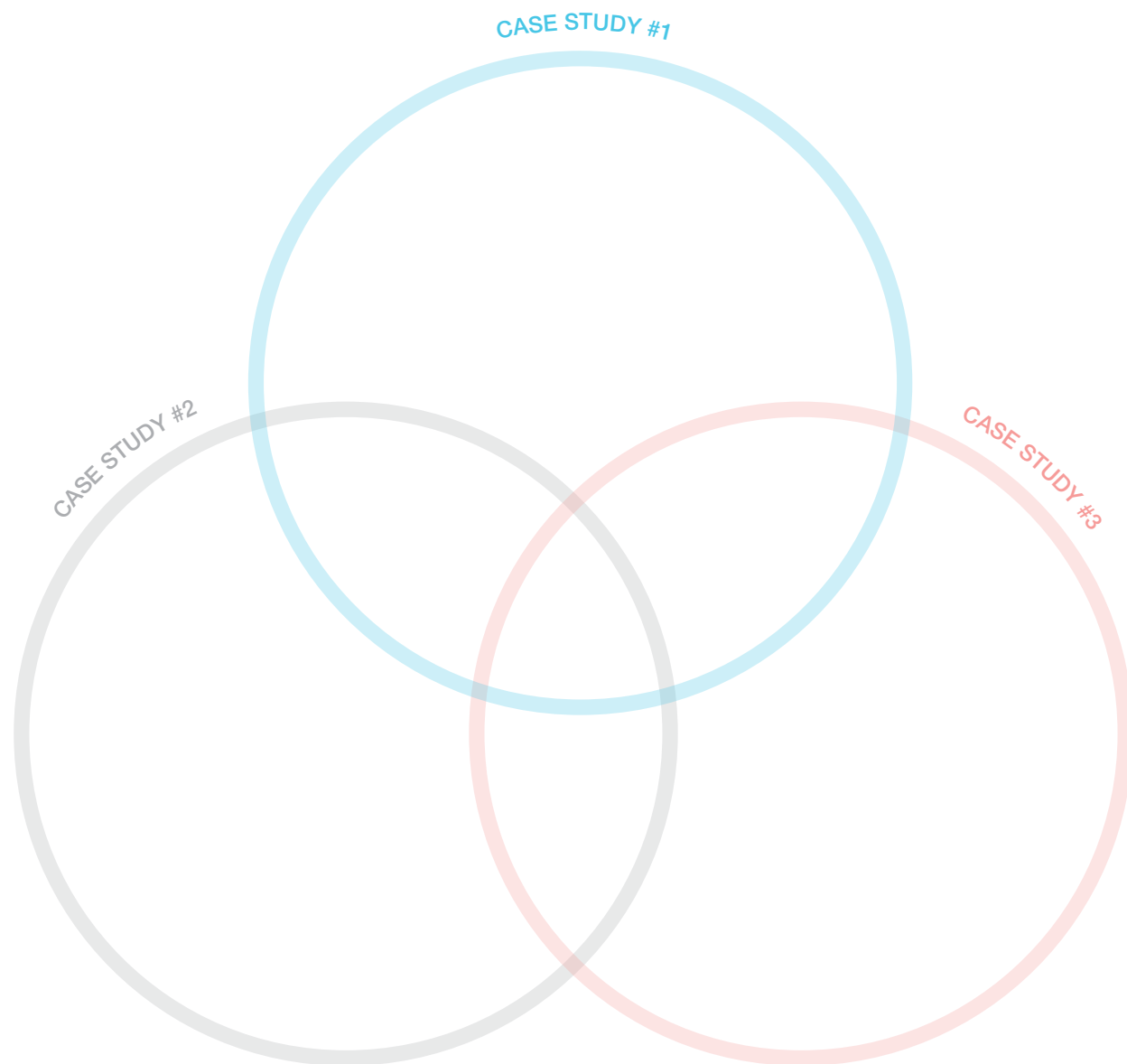
An adult male was charged with over 400 luring, making and possessing child pornography, and extortion offences.

The male subsequently pleaded guilty to offences against over 80 victims (some of whom were not identified by law enforcement).

COMPARE AND CONTRAST

ACTIVITY SHEET

Instructions: Identify the similarities and differences between the three case studies.



SEXTORTION

SCAVENGER HUNT

Instructions: Find the information outlined below and record your answers. Use the following websites to complete this activity:

- ▶ needhelppnow.ca
- ▶ dontgetsextorted.ca

Find the following:

1. Definition of sextortion
2. Definition of non-consensual distribution of intimate images
3. Five things you can do if someone threatens you for sexual pictures or videos
4. Three memes, gifs, or pictures that could be sent instead when asked for nudes/sexual pictures/videos
5. Where to report a sexual picture/video that has been shared without your consent
6. How to help a friend who has had sexual pictures/videos sent without their consent
7. Steps to get a picture taken down from Instagram™