

Sextortion, online crime and spotting AI generated imagery

Scaffolded Starter:

Leanne was checking her emails. She had received something strange.

‘Everyone can see this is you, you filthy girl.’
The email began. ‘We have your contact list – and your family will be disgusted by your actions. Sending us £1000, however, could make this horrible problem go away...’

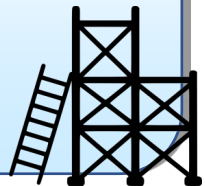
The email contained a video of Leanne performing a sexual act on a man she had never seen before in her life.

Discuss: What might have happened to Leanne? How could this happen?



What do we mean by the terms ‘sextortion’ and ‘superimposes’?

I think these terms mean...





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Learning outcomes:

Describe the law and penalties surrounding sextortion, image sharing and under-age image sharing. Explain how to report this.

Key terms:

Sextortion : a type of online blackmail. It's when criminals threaten to share sexual pictures, videos, or information about you unless you pay money. It is a form of online scamming.

Non-consensual image sharing: Images / videos that are shared without consent. It can also include images / videos obtained without the victim's knowledge.



RSE topic reminder:

We're going to discuss some important themes today, which could affect any of us in the future and we will discuss explicit images. Some may find this embarrassing to talk about – but we really shouldn't, especially in the context of protecting our safety. However, let's just remind ourselves of our **success in RSE class protocol** 😊

We don't laugh – there are no 'silly' questions.

We know that everyone is different, and everyone is valued.

We don't judge

We can always ask a question privately if we wish to.

How do we work together for excellent learning in RSE?

We listen carefully

We know that there are different viewpoints and we are respectful of them

We show respect to all students and staff

We know that just because it hasn't happened to us, it doesn't mean it doesn't happen.

Starter Review:

What happened to Leanne is more common than you'd imagine. The innovations in technology that have led us to useful sites like ChatGPT, have also allowed criminals to exploit imagery creation tools.

The criminals send thousands of identical emails out, daily, hoping someone takes the bait. Fortunately, Leanne didn't. She immediately reported the email to her service provider (there is a report button on the options bar) and then blocked the sender. But how did they get her picture and email address in the first place? And how can we tell an image is fake? Today, we'll find out...



Did you know?

UK police forces received an average of 117 reports per month of sextortion attempts involving under 18s in the first five months of 2024. Reports involving 14–15-year-olds rose by 25%, and notably, there was a 2,600% surge in cases involving girls.

Task One:

How to spot a fake video:

Watch the clips, listen carefully and complete your table in as much detail as you can. We'll go through the answers together as a class afterwards.

<https://www.youtube.com/watch?v=fOEgDygg56w>

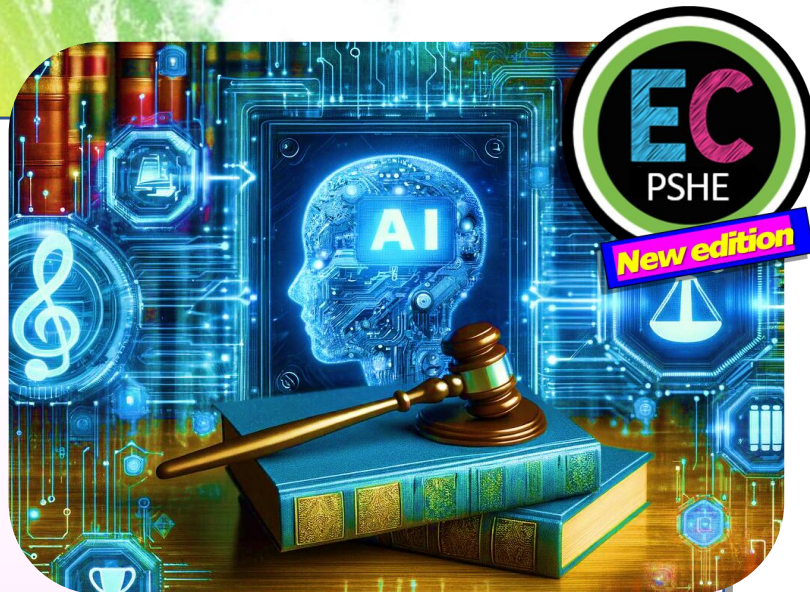


Clues to look for:	Why it's often hard to tell:

ANSWERS:

How to spot a fake video:

Don't forget to write down any answers you may have missed – you'll be needing these for an activity later.



Clues to look for:

The hands – they may look perfect at times, but through the video they may merge, blend or morph together. Eyes may look glassy and dead.

Anything with complex body movement is tricky for AI. Your subconscious is trained to pick up on this, so if it feels 'off' it may well be AI.

AI character's skin is often too smooth, like it's wearing make up. They may not have pores. The hair may look more like fur and teeth shape may change.

Backgrounds may be evenly blurry, and everything out of focus may seem a bit soft. They're often trained to look like movies; they have too few frames per second. Voices can sound robotic, or synthetic and lip sync may be off.

'AI slop' is often linked to generate money, or nefarious political aims. Look out for things that are either very provocative, or very dumb.

Why it's often hard to tell:

Only the bad ones are easy to spot – they may use over-contrast or light affects for compensating.

The technology that makes them look realistic is very good now.

Tips have an expiration date – as the models just keep improving

Mistakes often hide in the background, not the first place you would naturally look.

They may avoid humans altogether for fear of the video being spotted for what it is.



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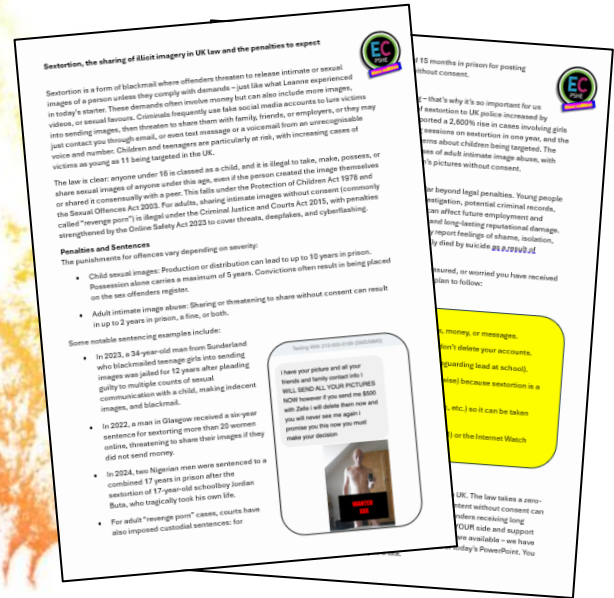
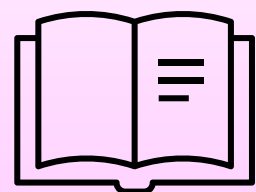


Task Two:

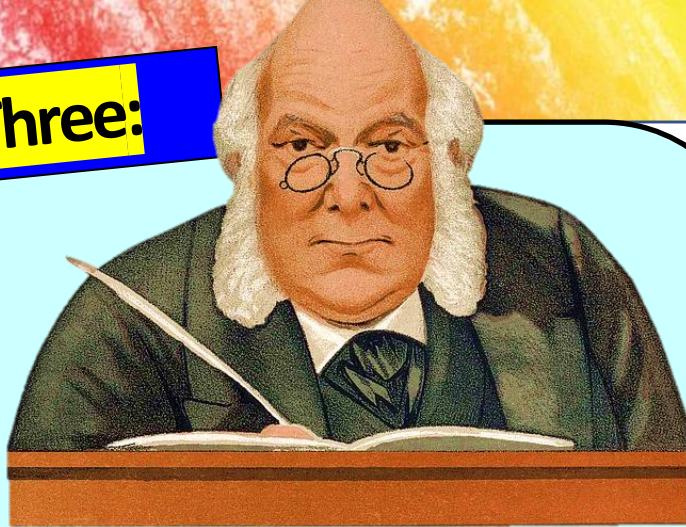
We will now find out more about the significant issues, penalties and legal consequences surrounding sextortion and sharing illicit imagery.

Silent study. Shhh!

This is an important, new and developing topic. Take five minutes now to read the pack in silence. We can discuss questions afterwards.



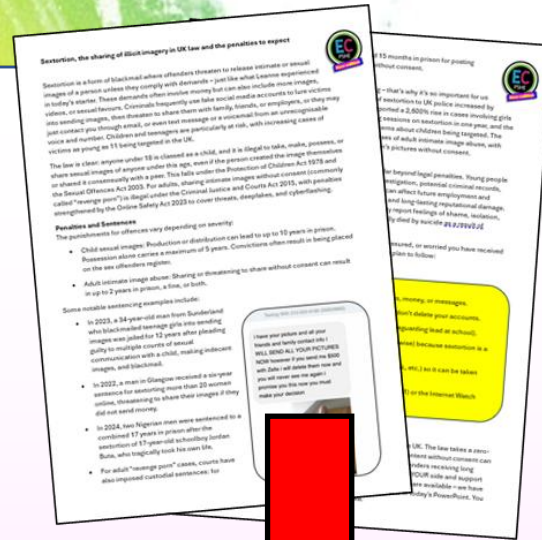
Task Three:



Judges are very busy in the UK at the moment, and we're in need of more! So, for this task you are a newly qualified judge who must decide on the sentences for convicted cyber-criminals.

In pairs now, read the REAL case studies on your sheet and use your info sheets to sentence the cyber wrong-doers in your books.

We'll go through the penalties we gave out together afterwards and what the real judges handed out.



All of the possible penalties are on the info sheet. You can be more lenient, or you can be harsher (so long as you are within the guidelines of 'up to' in the length of sentencing). We'll see what the judges have sentenced the criminals to after.

Defendant 1.  This 34-year-old man from Sunderland blackmailed teenage girls into sending images. He also plead guilty to multiple counts of sexual communication with a child, making indecent images, and blackmail. Sentence given:	Defendant 2.  A man in Glasgow was arrested for sextorting more than 20 women online, threatening to share their images if they did not send money. Sentence given:
Defendant 3.  Two Nigerian men arrested for the sextortion of 17-year-old schoolboy Jordan Buta, who tragically took his own life. Sentence given:	Defendant 4.  A Northern Irishman arrested for abusing at least 70 children online, including causing one to take their own life, and for catfishing victims by posing as a young girl on Snapchat. Sentence given:

Review:

Defendant 1.



This 34-year-old man from Sunderland blackmailed teenage girls into sending images. He also plead guilty to multiple counts of sexual communication with a child and making indecent images.

Sentence given:

Answer behind box

Defendant 2.



A man in Glasgow was arrested for sextorting more than 20 women online, threatening to share their images if they did not send money.

Sentence given:

Answer behind box

All of the possible penalties are on your info sheet. You can be more lenient, or you can be harsher (have other crimes taken place too?) We'll see what the judges really sentenced the criminals to after.

Review:

Defendant 3.



Two Nigerian men arrested for the sextortion of 17-year-old schoolboy Jordan Buta, who tragically took his own life.

Sentence given:

Answer behind box

Defendant 4.



A Northern Irishman arrested for abusing at least 70 children online, including causing one to take their own life, and for catfishing victims by posing as a young girl on Snapchat.

Sentence given:

Answer behind box

Why were some of the sentences even harsher? Well in some cases, as we've seen, the emotional abuse has taken such a toll that it also caused the victims to take their own lives.



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Plenary:

You should by now have started to realise how these criminals work, how it can happen to anyone and is NEVER the fault of the victim.

On your exit ticket write two ideas of how to help prevent yourself being exploited and one explanation of what steps to take if this ever happens to you.



★ Describe what is meant by upskirting, pornographic deep-fakes and non-consensual image sharing.

★ Explain in as much detail as you can, what can happen to the perpetrators of upskirting, pornographic deep-fakes and non-consensual image sharers.

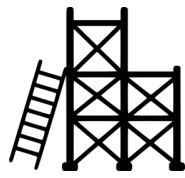
★ Evaluate why, despite best efforts, UK law enforcement find online pornographic crime quite difficult to deal with, but also explain the positive steps currently being taken to manage this.

How do you feel about this lesson?
Circle the emoji that fits you best.

EXIT TICKET



Use the scaffolding in PSHE sheet if you wish (next slide).



Starting sentences about importance:

It's essential that we...
It's always important to realise...
Essentially, we must all take note of...
Critically....

Starting sentences for two-sided arguments:

We must consider both sides when...
On the one hand...
One point of view might be..
There are two opposing viewpoints on this subject..

Starting sentences about opinion:

My personal opinion on this matter is...
It may be controversial, but I believe...
My opinion is based on two factors....

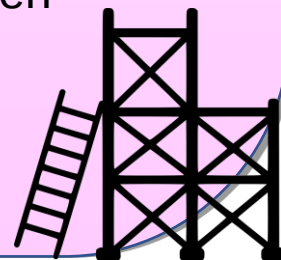
Useful conjunctives:

Additionally
Furthermore
Subsequently
Similarly
In contrast
Nonetheless
However

Complete second part of argument, or second paragraph of PSHE extended writing piece.

Concluding extended writing:

In conclusion...
When all has been considered..
Therefore, as expressed...
In consideration of all the above..
Finally, when all has been considered...
Overall, I would state...





Sexual image sharing, AI deepfakes and consequences



Signposting support:

Useful helplines and charities:

[Young Minds](#). Child and adolescent mental health charity for teens struggling with any subject.

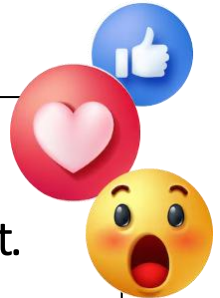
Call: 0808 802 5544

[Teen Line | Teens Support hotline - Connect, talk, get help!](#) Teen Line's highly trained teen listeners provide support, resources and hope to any teen who is struggling.

[Rights online \(coe.int\)](#) Your rights online as a young person using social media sites

www.iwf.org.uk Internet Watch Foundation - you can report issues directly here, read tips on how to avoid being a victim and find out much more about online CSE crime.

[Childline](#) - 0800 1111 - free, 24-hour helpline and online service for children and young people in the UK run by the NSPCC



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