

# Living in the Wider World

Deepfakes, Sextortion & Exploitation



# PERSONAL DEVELOPMENT *EXPECTATIONS*



## RESPECT

Treat yourself and others with kindness.  
Value different viewpoints.



## PARTICIPATE

Listen actively, contribute thoughtfully and engage with the learning.



## BE CURIOUS

Ask questions, explore ideas and challenge thinking respectfully.



## PROTECT PRIVACY

Keep personal stories confidential.  
Don't share information about others.



## STAY SAFE

Speak to a trusted adult if something worries you about yourself or someone else.



## BE OPEN-MINDED

Consider experiences, cultures and perspectives that are different from your own.



# By the end of this lesson, you will know:

- How AI-generated images and deepfakes can be used to manipulate or exploit people.
- How grooming and sextortion can happen online.
- How to seek help and report concerns safely.

# Real, fake or harmful?

Which would upset you the most?

- A. Someone shares an embarrassing real photo of you.
- B. Someone creates a fake image of you using AI.
- C. Someone creates a fake image of you and other people believe it's real.

# Ben's Story

Ben is in Year 9.

During break time, he notices several students gathered around a phone laughing.

As he walks over, they quickly hide the screen.

One student says:

"Don't worry, it's not real."

Ben catches a glimpse of the image.

It looks exactly like him.

But he knows it was never taken.



# Think-Pair-Share

- What might Ben be thinking?
- How might Ben be feeling?
- Does it matter that the image is fake?
- What should Ben do next?



# What is a deepfake?

In 2025, thousands of reports involving AI-generated images and online exploitation were made to safeguarding organisations around the world.

A deepfake is an image, video or audio recording that has been created or altered using Artificial Intelligence (AI) to make it appear real.

This can make it look like somebody:

- Said something they never said
- Did something they never did
- Appeared somewhere they have never been
- Created content they were never involved in

**Why might somebody create a deepfake?**

# Are deepfakes always bad?

## Some positive uses:

- ✓ Film and television special effects
- ✓ Historical recreations
- ✓ Translation and accessibility tools
- ✓ Creative and entertainment content

# What makes a fake image or video dangerous?

Discuss in your pair and be ready to feedback.



# Entertainment, bullying or exploitation?

In your group you have a series of scenario cards. I would like you to sort them into the following categories:

 **Entertainment**

Used for fun, creativity or harmless enjoyment.

 **Harmful**

Used to upset, embarrass, bully or damage someone's reputation.

 **Exploitation**

Used to manipulate, threaten, control or gain something from another person.

# AI is not the problem ...

It's about how we choose to use it.

Technology can be used to:

-  Entertain
-  Harm
-  Exploit

The most important question is:

**"Who **benefits** and who could be **harmed**?"**

# Something doesn't feel right ...

Most online exploitation doesn't start with threats or blackmail.

It often starts with somebody being friendly, supportive or interested in you.

Your challenge is to identify warning signs that suggest a situation may be becoming unsafe.

# Group Discussion

You have been given a scenario to explore. Read the details carefully and discuss the questions underneath.

Be ready to feedback your ideas.

# Grooming

**Grooming** is when somebody builds trust with another person in order to manipulate, exploit or abuse them.

What tactics did you notice?



# What happens when grooming escalates?

**Most exploitation doesn't begin with threats.**

It often starts with:

- ✓ Friendship
- ✓ Attention
- ✓ Compliments
- ✓ Shared interests

**Over time, the person may begin to:**

- ⚠ Ask personal questions
- ⚠ Encourage secrecy
- ⚠ Move conversations to private platforms
- ⚠ Create pressure or emotional dependence

# From trust to control

## How Online Exploitation Can Develop

Friendly conversation



Building trust



Asking for personal information



Encouraging secrecy



Applying pressure



Manipulation or exploitation

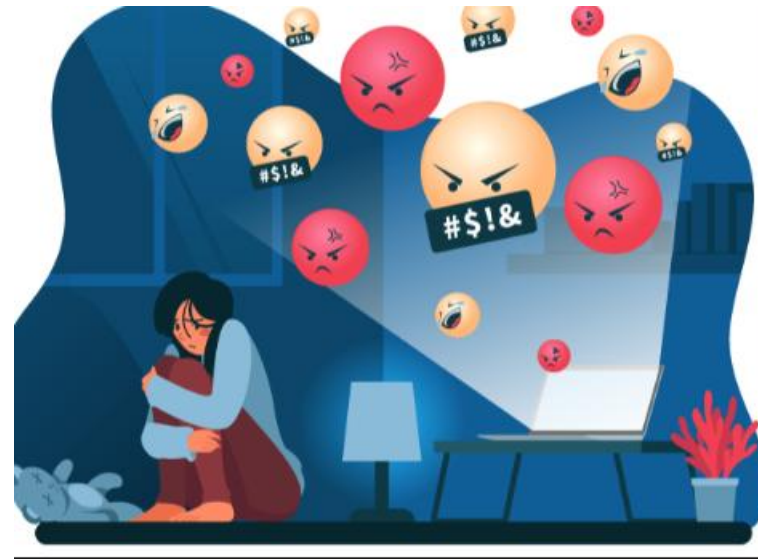
**At which stage  
should  
someone seek  
help?**

# What is sextortion?

**Sextortion is when somebody uses sexual images, videos or threats to pressure, control or gain something from another person.**

They may demand:

- More images
- Money
- Personal information
- Continued contact











# What should someone do?

A student receives this message:

"If you don't send another image, I'll send this to everyone you know."

# IF SOMETHING DOESN'T FEEL RIGHT ONLINE





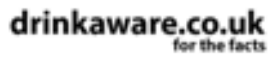
<b>STOP</b>	<b>SAVE</b>	<b>BLOCK</b>	<b>REPORT</b>
<p><b>Stop</b> engaging.</p> 	<p><b>Keep</b> evidence.</p> 	<p><b>Block</b> the account.</p> 	<p><b>Tell</b> a trusted adult.</p> 
<p>Don't reply. Don't send more messages, images or money.</p> 	<p>Take screenshots. Save usernames, messages and links.</p> 	<p>Block them on all platforms to stop further contact.</p> 	<p>Report to a trusted adult, like a parent, teacher or another adult you trust.</p> 

# What have we learned?



- Not everything we see online is real. AI can create convincing images, videos and audio that may be used to entertain, but can also be used to deceive, harm or exploit others.
- Online exploitation often starts with trust, attention and friendship rather than obvious danger. Learning to recognise the warning signs can help keep you and others safe.
- If something online makes you feel uncomfortable, pressured or worried, don't deal with it alone. Save the evidence, stop engaging and speak to a trusted adult.
- Remember: **Exploitation is always the responsibility of the person doing the exploiting, never the victim.**

# If you feel like you'd like to talk to someone after today's lesson

<p>You can talk to your tutor, Head of Year, a wellbeing ambassador or a trusted adult in school about anything you are struggling with.</p> <p><b>Designated Safeguarding Lead</b> – Mrs Goymer</p>	
<p>For accurate information around health use <a href="http://www.nhs.uk">www.nhs.uk</a></p>	
<p>For support around any issues affecting your wellbeing use <a href="http://www.childline.org.uk">www.childline.org.uk</a></p>	
<p>For information around drug use visit <a href="http://www.talktofrank.com">www.talktofrank.com</a></p>	
<p>For information around alcohol use visit <a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a></p>	
<p>For free and safe mental health support visit <a href="http://www.kooth.com">www.kooth.com</a></p>	