

NAVIGATING

DIGITAL SAFETY:

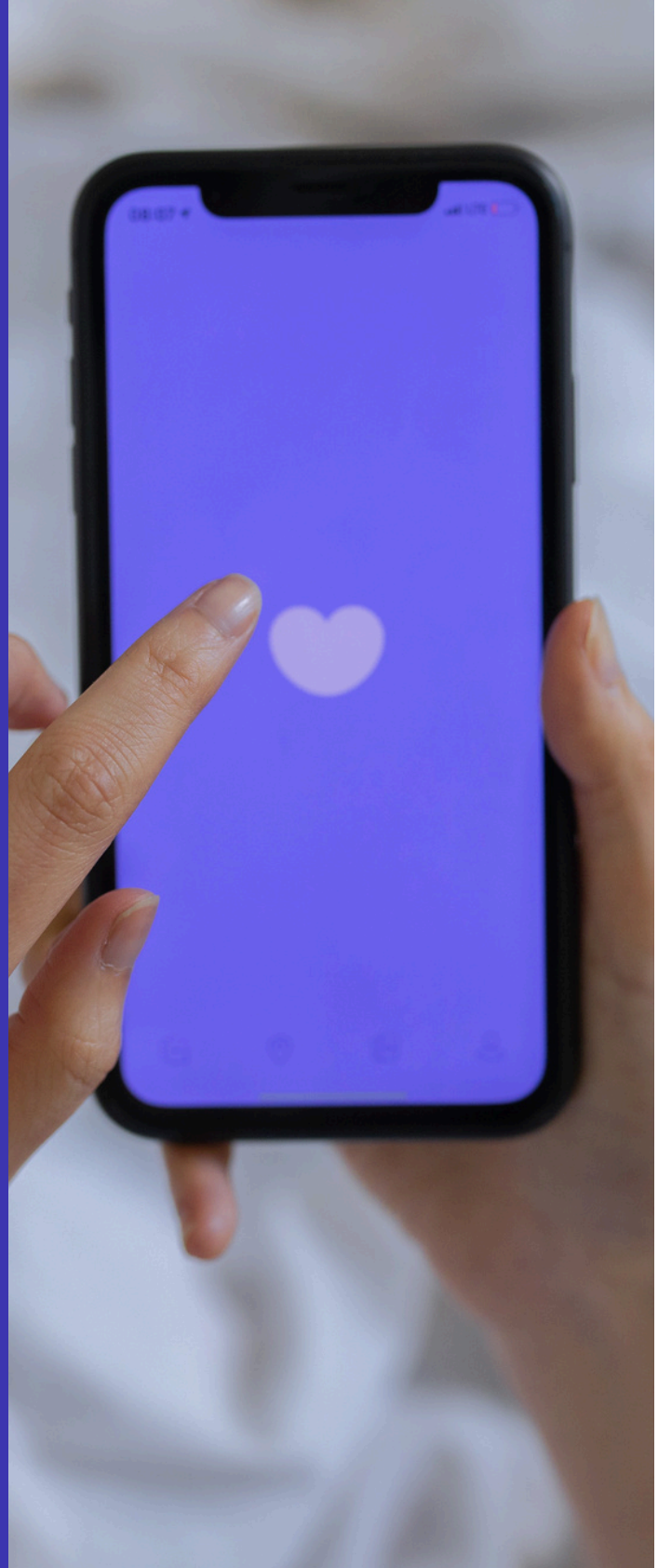
A RESOURCE



WISCONSIN COALITION AGAINST SEXUAL ASSAULT

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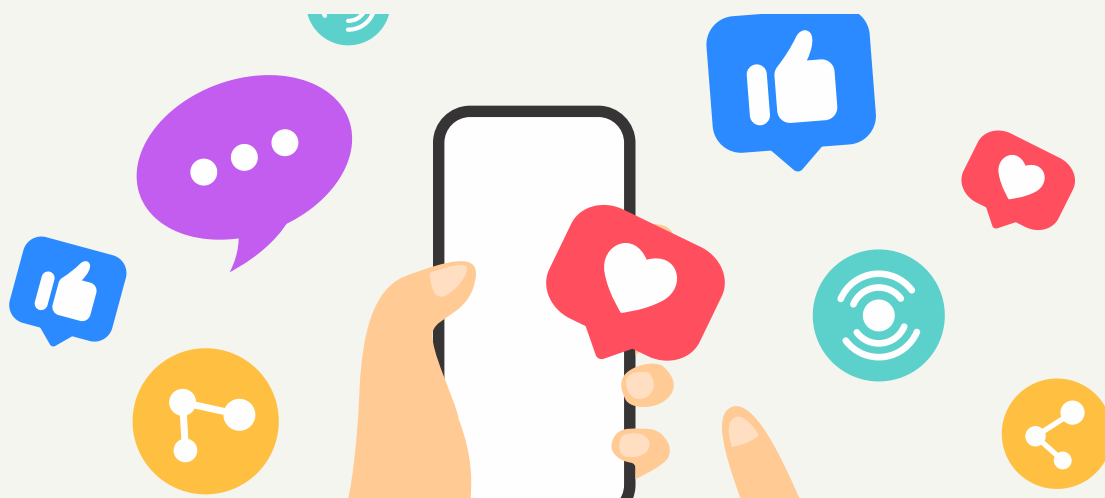
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About the Toolkit: Balancing Engagement & Safety Online

The increasingly prominent role of technology in our daily lives means the practice of digital safety has never been more important. This is particularly true for our children; between gaming, social media, apps, and discords, today's youth are routinely online. While we want young people to learn how to engage in the digital world safely, it is the responsibility of adults to ensure that youth are protected in online spaces.

The growing issues of image based sexual abuse and sextortion make this abundantly clear. While these kinds of abuse are not new, the explosion of digital and online platforms give offenders greater opportunity to reach and target victims. Youth are especially vulnerable. Between reports of predatory conduct on Roblox, to tragic and preventable incidents of suicide, it is essential that all adults - parents, teachers, policy makers, and community members - be aware of the problem of image based sexual abuse and take action to prevent the sexual exploitation of young people.



About the Toolkit

WHAT IS THIS RESOURCE?

This toolkit was designed by the Wisconsin Coalition Against Sexual Assault. It offers a high-level overview of image based sexual abuse, with special attention given to sextortion. It also provides resources and support information for survivors and anyone wishing to better understand this issue, be they caregivers, providers, and young people.

The toolkit also explores important concepts relevant to digital safety and intimate imagery, including:

- Digital Citizenship
- Media Literacy
- Consent
- Suicide Prevention
- Survivor Advocacy
- Support for Content Removal
- Sextortion Prevention



WHO IS IT FOR?

- Anyone who wants to better understand what image based sexual abuse is, and what makes sextortion a unique issue
- Survivors--of all ages--of image based sexual abuse
- Family members and providers who want to be connected to advocacy and support resources for survivors of image based sexual abuse
- Educators and caregivers who want to grow their prevention tools and skills
- Leaders and decision makers who want to develop policies for keeping youth safe online

HOW SHOULD IT BE USED?

- To gain understanding of the problem of image based sexual abuse, especially sextortion--what it is, how it is carried out, who it impacts, etc.
- To grow capacity in preventing sexual exploitation of youth
- To obtain and save resources for advocacy and support
- To inform development of policy for protecting young people in online spaces



Image Based Sexual Abuse & Sextortion

Terms,
Definitions &
Quick Facts

IMAGE BASED SEXUAL ABUSE

Image based sexual abuse (IBSA) is an umbrella term to refer to several kinds of sexual abuse committed specifically through technology and/or online. There are several different ways IBSA can be committed, including: creating sexual imagery (photos or videos) of others without their consent; stealing/hacking intimate images of others; threatening to share sexual imagery of others; and the actual distribution of someone's sexual imagery without their consent. The imagery can be real or digitally created with tools like generative Artificial Intelligence (AI). Because there are multiple ways to commit IBSA, there are several terms to refer to the varying types of abuse. These include:

Nonconsensual Distribution of Intimate Images (NDII): this term refers to the collection, posting, swapping, or sharing of sexual and intimate images, including videos, of someone without their consent. Nonconsensual distribution can be done with the intent to shame and punish the person in the images. This is commonly referred to as 'Revenge Porn', however, it is important to note that the term 'Revenge Porn' is harmful and should not be used. This is because the term minimizes the violation and abuse of the act.

Child Sexual Abuse Material (CSAM): this term refers to any visual depiction of sexually explicit conduct involving a minor (a person less than 18 years old). It may commonly be referred to as 'child pornography', however, that terminology erases the abusive and exploitative nature of the material's creation and distribution. It is best practice to use the full term 'Child Sexual Abuse Material' out of respect for survivors and to avoid minimizing the abuse committed against them.

Deep Fakes: this term refers to using someone's likeness to create sexual photos or videos of them without their consent, either by altering existing imagery of that person or using technology like AI to fabricate fake but convincing imagery of them. Some may believe that because deep fakes are artificially created, they are less harmful to survivors. However, deep fakes are just as traumatizing and abusive as other forms of IBSA.

Video Voyeurism: this term refers to capturing intimate or private photos and recordings of a person without their knowledge and consent. This can include using one's phone camera to secretly film others in a public changing room or bathroom or capturing images of someone's private parts by 'upskirting' or 'down blousing'.

SEXTORTION

Sextortion is one of many types of image based sexual abuse, and while it is not a new form of abuse, it is unfortunately on the rise. The term sextortion, which combines 'sex' and 'extortion', is a serious form of online sexual abuse and exploitation. It broadly refers to the act of blackmailing a person by using their intimate and sexual images against them.

Using any platform with messaging features, including apps, social media, games, or forums, perpetrators of sextortion make contact with another person to victimize, and then work towards obtaining sensitive photos of that person. To do so, perpetrators may:

- use a fake name and identity to befriend the victim and groom them over time into sharing intimate photos
- use coercion to pressure the victim into sharing their intimate images
- hack the victim's personal devices or accounts and steal their intimate images

Once perpetrators secure the intimate photos, they begin to shame and manipulate the victim by threatening to share the images online or with the victim's friends and family. They may demand money, sexual acts, or more photos from the victim. Unfortunately, perpetrators are unlikely to stop the abuse once they receive their demands. Instead, an insidious cycle of abusive extortion continues. Victims can feel trapped by this cycle, and may be too fearful or embarrassed to reach out for help.

While anyone can be a victim of sextortion, young people, especially those who are LGBTQ+, are particularly vulnerable. Perpetrators can be online strangers (including hackers from around the world) peers, former romantic partners, or even victim's family members.

Perpetrators often try to convince their victims that they are somehow responsible for their own victimization. This is completely untrue. It is essential for survivors to know that the abuse of sextortion is never their fault. It is important for everyone to know how to navigate their digital lives safely. With the boom of technology and an ever-growing online world, we must ensure that everyone, including youth, have the skills and tools they need to confidently and securely participate in digital and online spaces.

SEXTORTION & IMAGE-BASED SEXUAL ABUSE RESOURCES:

National Center for Missing & Exploited Children

NCMEC's mission is to help find missing children, reduce child sexual exploitation, and prevent child victimization by working with families, victims, law enforcement, and the public.

Cyber Civil Rights Institute

CCRI's mission is to combat online abuses that threaten civil rights. Their programs include victim and survivor services; tech policy; legislative reform; research; and outreach.

THORN

An organization dedicated to research and resource development to prevent and interrupt child sexual abuse and exploitation

QUICK FACTS: SEXTORTION

Courtesy of THORN

1 in 3

victims reported they knew their perpetrator offline

1 in 5

victims reported being extorted for money

20%

of teens report having lived-experience with sextortion

1 in 6

victims were 12 years old or younger when they first experienced sextortion

81%

of threats made toward victims were exclusively online, including social media and direct messages

1 in 7

victims reported engaging in self-harm

10%

of victims reported their perpetrator was a trusted adult

52%

of victims were currently or previously romantically involved with their perpetrator



Prevention Resources

Toolkits, Activities
& Resources for
Preventing
Image Based
Sexual Abuse

Prevention Resources

NetSmartzKids

Designed for kids 11 years-old and younger, this site features a host of resources all about online and digital safety, including games and an animated video series called '[Into the Cloud](#)'.

KIDS:

Digital Passport

Features a set of six interactive games for students in grades 3–5, Digital Passport--from Common Sense Education--covers concepts like digital footprints, privacy, and handling cyberbullying. The resource also includes a free and downloadable [Educator Guide](#) for providers.

TEENS:

Stop Sextortion

This page is a resource from [THORN](#) aimed at helping young people and the adults in their lives better understand the issue of sextortion. It includes guidance for victims, support tips for friends, and downloadable 'Steps' for staying safe online.

NoFiltr

Another great resource from [THORN](#), this resource provides non-judgmental support, practical advice, and real stories about navigating online safety. It also includes tools like quizzes, tips for friends, guidance on blocking/reporting, and resources for when a young person needs help.

Being Safe on the Internet

This short video from [amaze](#) provides a quick and comprehensive overview for teens of what it means to stay safe online, and how to get support when needed.

PARENTS & FAMILIES:

Parents' Ultimate Guides

From [Common Sense Education](#), this page provides a set of comprehensive 'guides' for parents wanting to better understand and troubleshoot potential challenges with the popular platforms and apps their kids may be using.

Parent Guidelines for Social Media and Device Use

This PDF offers specific questions parents can use to engage their kids in a dialogue about their use of and habits with social media. There is also a list of suggested boundaries and guidelines to ensure kids stay safe.

Prevention Resources

PARENTS & FAMILIES:

Keeping Kids Safe Online

This tool helps parents to recognize and prevent online grooming by teaching them the warning signs, like secrecy or inappropriate messages. It also provides tips on having open conversations with kids about online safety, and offers resources for getting help if abuse is suspected.

Talking to Tweens and Teens About their Online Lives

This manual provides parents with tips on discussing the dual issues of their teens' mental health and their habits and behaviors in their online lives.

Family Engagement for Digital Literacy and Well-being

This page from [Common Sense Education](#) includes a series of resources for families dedicated to digital safety and literacy, including activities, podcasts and videos, tips and more to spark important conversations between parents and their kids about digital safety.

Be Internet Awesome - Digital Safety Resources

This resource is a downloadable guide for families (also available in Spanish) that features five lessons to be 'Internet Awesome'. Each lesson includes activities and talking points to help families define and navigate online safety together.

Internet Safety for Kids

This resource, from Lego!, provides parents and kids with activities and dialogue guides for discussing online safety, especially around online gaming practices. The resource includes interactive games for kids 6-9 and 9-12, videos, and downloadable resources for parents.

National Center for Missing and Exploited Children Tip Sheets

From NCMEC's NetSmartz, this page offers downloadable tip sheets written for tweens, teens and parents. The content covers navigating digital safety on various platforms, how to discuss digital safety with your kids, and more.

Thorn/Stop Sextortion

This page offers tips on how caregivers and adults can talk to their kids about sextortion by offering simple steps for prevention, reporting, and starting important conversations.

Prevention Resources

PROVIDERS:

Be Internet Awesome - Digital Safety Resources for the Classroom

This page includes a downloadable curriculum for teaching digital safety fundamentals as well as an AI literacy guide for educators. There is also an interactive game in the style of 'Roblox' to teach students about staying safe and smart online.

Building Safe Online Communities

This resource comes from 2022's Sexual Assault Awareness Month theme: Building Safe Online Spaces Together. Providers can learn about strategies for creating safer digital spaces through inclusive norms, clear policies, effective moderation, and survivor support. The resource also includes graphics and blog entries exploring online safety.

Understanding and Preventing Sextortion

This two-part webinar series ([part one](#) and [part two](#)) from [amaze](#) and [THORN](#) provides a comprehensive overview of the issue of sextortion and offers valuable insight into prevention efforts. The series also features downloadable resources for providers, including posters, tips for supporting survivors, and presentation materials.

30 Lesson Plans for Internet Safety

From [Common Sense Education](#), this page includes 30 lesson plans for K-12 educators on discussing internet safety with youth in the classroom.



Digital Citizenship

Understanding
How to Engage
on the Internet
Safely

DIGITAL CITIZENSHIP

Young people are growing up in a time where the internet is everywhere, and often mandatory to use for schooling or searching for a job. Internet usage is unavoidable. Social media is everywhere and readily accessible for youth of any age and has become a key tool for online communication. Virtual classrooms and schools are more commonplace. Online gaming is an incredibly popular platform where young people engage with one another. The use of artificial intelligence (AI) is more popular than ever.

Common Sense Media recently did a study that found 70% of young people use AI regularly in their lives. Therefore, helping them understand the concept of digital citizenship is an important part of responsible and safe internet usage. It teaches young people about their rights and responsibilities online, focusing on ethical behavior with other people, and safe, respectful digital interactions.

We want everyone to be able to use the internet in a responsible and respectful way. Digital citizenship shows us exactly how to do that, as we are more connected now than ever before. It provides the tools and information necessary for young people and adults to protect themselves, while finding that connection with others.

Core Components of Digital Citizenship

Examples of Digital Citizenship & Practice Exercises for Students

This resource from Learning.com explains the core components of digital citizenship as well as provides activities to help young people understand them.

Engaging in Positive Online Behavior:

behaving kindly, respectfully, following social norms online; avoiding cyberbullying; contributing positively in digital interactions.

Protecting Personal Information:

keeping personal data safe; using strong passwords; understanding and setting privacy settings appropriately.

Respecting Intellectual Property:

giving credit for others' work; understanding copyright, licensing; avoiding plagiarism.

Digital Literacy and Critical Thinking:

being able to evaluate the credibility of sources; being aware of misinformation; knowing how to research and verify information.

Contributing to the Digital Community:

using digital tools to do good; participating in global or community projects; creating content that has positive impact.

Understanding Digital Footprint and Privacy:

knowing that online actions leave lasting traces; being mindful of what one shares; understanding how platforms use data.

Safe Online Interactions:

recognizing and avoiding risks; knowing how to interact safely with others online.

Balancing Screen Time:

ensuring digital usage doesn't harm physical or mental health; scheduling offline activities; keeping a healthy relationship with technology.

Digital Citizenship Resources

ALL AGES:

Digital Citizenship | PBS LearningMedia

This resource from PBS has a lot of information around the varied topics of digital citizenship. Information can be searched by grade K-12 and specific resource type.

Offline Digital Citizenship | Common Sense Education

Empowering people with the skills necessary to navigate the internet is important. This resource from Common Sense Education details how to teach young people these habits that will be helpful when engaging with others online.

Digital Citizenship | BrainPOP

BrainPOP is a website designated for kids to learn different subjects. The digital citizenship section covers a whole range of activities for the many topics helpful to understand its complexity.

Digital Citizenship | New York City School Library System

The New York City School Library System created a list of compiled resources that can be searched by grade, K-12.

Digital Citizenship | Civic Ed

This collection of videos and guides are geared towards teens to help them understand the basics of digital citizenship.

Ignition: Digital Wellness and Safety | EVERFI

This tool is a curriculum for grades 6-9 to help students navigate the internet safely and respectfully. There are 6 different lessons.

What is Digital Citizenship | YouTube

This short video from 2 Minute Teachables is a helpful visual on what digital citizenship is and what teens and young adults need to know to be safe and respectful on the internet.

Guide to Digital Citizenship | University of Wisconsin-Parkside

UW-Parkside created a webpage with resources on digital citizenship for young adults. Information ranges from digital wellness to understanding your digital footprint.

PARENTS & FAMILIES:

Family Guide to Digital Citizenship | The Digital Wellness Lab

Digital Wellness Lab from Boston Children's provides a website with tips and information for parents and families to have a discussion about internet safety.

Digital Citizenship Resources

PARENTS & FAMILIES:

What is Digital Citizenship | MediaSmarts

MediaSmarts is a program out of Canada that offers tools and resources parents and families can use to talk to their kids about digital citizenship. This resource has videos and lessons that can be helpful for parents.

Parental Controls - Tools for Parents | ESRB Ratings

This website has instructions on how to set parental controls for a variety of gaming platforms. Restrictions include how to limit spending money, how to block by age rating, how to limit time spent on games, and restrict communication with others while gaming.

A Guide to Digital Citizenship with Your Child | Lightspeed Systems

This guide is designed for parents and families to help them have conversations on understanding the internet and protecting yourself. Topics include empathy, social media use, and online bullying.

Be Internet Awesome

This resource teaches kids how to engage on the internet in a safe way. The website has several tools parents and families can use to talk with their children about digital citizenship.

Don't Be Scared, Be Prepared

This comprehensive guide offers a multitude of resources for general internet safety. Information includes, smartphone safety tips, how to make your home conducive to internet safety, pointers for parents to be more involved in your kids' gaming experiences (with conversation prompts), and some negative behavioral changes parents can watch out for.

PROVIDERS:

Nearpod

This is a website for educators, at schools or community organizations, that houses presentations and tools for various topics. Registration is free in order to access the materials for grades K-12.

What Is Digital Citizenship & How Do You Teach It?

This is a great article that describes how educators can teach the concepts of digital citizenship with the people they engage with. This may be helpful for facilitators who are newer to this topic.

Digital Citizenship Resources

PROVIDERS:

Digital Citizenship for Youth with IDD The Exchange

This curriculum was designed by The Exchange. It is specifically for young people with Intellectual and Developmental Disabilities.

Digital Citizenship Lessons | ISTE & ASCD

This resource breaks down crucial tenants of digital citizenship by elementary, middle, and high school. Please note you will need to register for an account for free to access the materials.

Free Digital Citizenship Video Lessons | Edpuzzle Blog

This is a website with videos that covers the various topics within digital citizenship. The videos are geared towards ages 8-12 and are free with a sign-up with a Gmail address.

Lesson Browse | Common Sense Education

This is a curriculum for prevention educators to help youth understand how to incorporate tenants of digital citizenship. The curriculum is broken down into different concepts as well as grade level.

DIGITAL CONSENT

Due to the increased use of the internet as a means of peer communication, we need to teach people what digital or online consent is. It should be included in all conversations and education involving consent, for all ages. The basic premise of consent is an agreement to do something or permission for something to happen. When these situations happen in person we have social cues, such as body language, facial expressions and tone of voice, that can help us understand if and when we have consent. Online interactions with others may make it more difficult to understand these cues that help us know how they are feeling. Therefore, expanding consent education to incorporate digital consent is imperative.

Another aspect of digital consent we should be talking about is how parents and families can model digital consent by asking permission to share images of the young people in their lives online. Adults should be respecting the privacy and consent of any young person before sharing experiences and situations online, especially pre-teens and teenagers. While it may seem innocuous, we know the internet is forever. So consider asking their permission before sharing private moments online is a good guideline to have.

Digital consent refers to obtaining permission for sexual activities that occur through screens, such as sexting, sending explicit photos, or arranging in-person meetings. Just like in-person interactions, digital consent should be clear, voluntary, and ongoing.

Conversations of digital consent should happen with kids of all ages. It should include education about general online consent and privacy, as well as information about consent during online sexual situations.

Just like consent in non-digital contexts, anyone has the right to withdraw consent, give consent without pressure or coercion. It should be specific for that particular situation and should be given by their own choosing without the influence of power dynamics or control. All parties should be equitably involved in the decision-making process.

Examples of Digital Consent

Clarity: Be specific about what you're asking. For instance, instead of saying, "Are you free to talk?" ask, "Want to FaceTime tonight at six?"

Voluntariness: Ensure the other person agrees freely, without pressure, guilt, or coercion.

Ongoing Communication: Always check in before sending explicit content or arranging meetings, even if you've done so before.

Respect Boundaries: If someone declines or sets limits, honor their decision without persuasion.

Digital Consent Resources

ALL AGES:

Practicing Digital Consent | NSVRC

The National Sexual Violence Resource Center (NSVRC) has a webpage for Sexual Assault Awareness Month in 2022 discussing the premise of digital consent with additional links for information.

I Ask for Digital Consent | NSVRC

This is a handout and palm cards explaining what digital consent is. This resource is helpful for parents, families, and providers to share.

Consent & Cyberbullying Queensland Dept of Education

This short video geared towards teens and adolescents on what digital consent is and how to recognize cyberbullying.

Digital Consent 101 | My Sisters' Place

This webpage from a domestic violence organization in New York explains the importance and basics of digital consent, while providing real life examples of how to ask for consent online.

PARENTS & FAMILIES:

Digital Consent | Safety Net Project

This page, also available in Spanish, is a guide for parents to help them start the conversations of online consent with their children.

Online Consent & Images Sharing | Internet Matters

This resource is from a parent to other parents specifically for consent and sharing images online. It will help teens understand the importance of sharing images responsibly and safely.

Let's Talk About Consent | Thorn for Parents

This unique resource from Thorn for Parents offers a sample script to start the conversation. You can choose from a selection of possible prompts to see different outcomes.

Modeling Consent | Raising Digital Citizens

This website describes the importance of how modeling consent can help young people understand its importance. Examples include asking them before posting their images online and communicating respectfully.

The Complete Parent Guide: Digital Consent & Online Privacy | Raising Digital Citizens

This is a comprehensive guide for parents on digital consent. It explains what it is, why it matters, and how to incorporate it.

Digital Consent Resources

PROVIDERS:

Online Boundaries and Consent | eSafety Commissioner

This facilitation tool from Australia is helpful for teaching digital consent for middle schoolers. It contains power points, videos, and worksheets.

What is Digital Consent? | BBC Teach

This teaching tool from the BBC can be used with 7–11-year-olds. It contains a video, discussion points, and example activities.

Online Relationships: Respect & Consent | Media Smarts

This guide for educators from Media Smarts in Canada has scenarios, videos, and activities to teach teens in grades 9-12 about consent in online relationships.



Media Literacy

Knowledge &
Skills for
Understanding
and Responding
to Media

MEDIA LITERACY

Media Literacy: “The ability to access, analyze, evaluate, create, and act using all forms of communication.” – [National Association for Media Literacy Education \(NAMLE\)](#)

Media refers to any means of transmitting messages – including digital and electronic means of communication. While this includes print and physical media, information in this toolkit focuses on electronic / digital communication.

[Making the Case: A Landscape Scan of Contemporary Media Literacy Education Research | NAMLE](#)

This review of research provides a detailed overview of the outcomes of media literacy education (MLE). Media literacy skills help people discern quality information, develop healthier mindsets, make healthier choices, and better understand the world around them.

For more information about MLE best practices, see NAMLE’s [Core Principles of Media Literacy Education](#).

Media literacy skills are protective factors against victimization and perpetration of sexual violence in digital spaces and beyond. By teaching youth and families to critically analyze media, practice digital safety, and challenge harmful norms, MLE reduces risk factors and supports healthier relationships.

Victimization Prevention

- **Online safety skills:** Learning to protect personal information, manage privacy settings, and recognize fake profiles, scams, and AI-generated or altered media helps reduce exposure to exploitation and manipulation.
- **Critical evaluation:** Youth who engage in media literacy behaviors like checking sources are better able to identify misinformation and reject unhealthy content that puts them at risk.
- **Challenging harmful portrayals:** Sexual media often omits conversations about consent or contraception while depicting aggression, especially against women. Exposure to these portrayals is associated with acceptance of sexual violence. MLE helps youth recognize unhealthy dynamics and choose safety in risky situations.

Perpetration Prevention

- **De-normalizing abuse:** Exposure to harmful online material can make abusive behaviors, like non-consensual image sharing, seem acceptable. Youth with media literacy skills are less likely to perceive these behaviors as normal.
- **Rejecting harmful norms:** Sexual media frequently promotes rape myths, dating violence, and aggression. MLE helps young people recognize harmful beliefs and behaviors in themselves, reject rape myths, and resist engaging in aggression online or offline.
- **Promoting healthy alternatives:** By building critical thinking about media messages around sexuality and relationships, MLE supports healthier expectations of consent, respect, and communication.

Media Literacy Resources

KIDS:

Digital and Media Literacy Toolkit | AMAZE

This toolkit from AMAZE includes MLE resources for young people on topics like social media & body image, maintaining healthy boundaries with technology, and making safe choices in online spaces.

Educational Games | Media Smarts

Media Smarts has a variety of games teaching media literacy skills like recognizing misinformation and manipulation, making safe choices about personal information and data, and understanding the influence of algorithms. They have games available for youth as young as 5 or as old as high schoolers.

Social Media Test Drive | Common Sense Education

This is a simulated social media environment for youth to learn about social media, safety practices, and prosocial behavior online.

The Gist | Burnet Institute and University of Melbourne

This resource, co-developed with youth, provides straightforward, medically-accurate information about sexual health, media and porn literacy, and more for teens.

Sex in the Media: What You Need to Know | Planned Parenthood Sex Ed To-Go

This online course from Planned Parenthood was developed for students 8th grade and older. It discusses porn and media literacy concepts like analyzing media for messages about sexuality and body image, how those messages may impact our thoughts and behavior, and the differences between porn and real-life sex and relationships.

TEENS:

PARENTS & FAMILIES:

How to Talk to Kids About Porn | Techno Sapiens

This blog post gives some great guidance and talking points for parents to talk to youth about pornography.

Media Literacy Advocacy Toolkit | Media Literacy Now

This guide is for parents and other adults to learn about media literacy advocacy. It includes information, strategies, and tools for advocating for media literacy education in schools.

Media Literacy Resources

PARENTS & FAMILIES:

[Social Media and Self-Doubt | Child Mind Institute](#)

This video and article focus on the impact of social media use on the mental health of teens. It includes tips for parents on how to support teens and reinforce healthier technology practices.

[When Are Kids Ready for Social Media? | Child Mind Institute](#)

This article discusses readiness for social media in youth and how parents can safeguard early social media use with parental controls and involvement.

[Media Literacy for Kids: The Ultimate Guide | Prisma](#)

This guide has age-appropriate recommendations and tips on navigating digital media and teaching media literacy for youth of all ages.

PROVIDERS:

[AI Literacy Lessons for Grades 6-12 | Common Sense Education](#)

This curriculum focuses on helping youth gain a better understanding of AI, its potential risks, benefits, and applications relevant to teens, like AI chatbots and the influence of algorithms. It encourages critical thinking and healthy, responsible technology use.

[A Media Literacy Tool to Assess News Credibility | Edutopia](#)

This video and article provide a framework for assessing news for misinformation using the acronym CRAP: currency, relevance, authority, and purpose.

[Digital Literacy & Well-Being Curriculum | Common Sense Education](#)

This free curriculum features 120 lessons across grades K-8. Content includes lessons on digital media literacy concepts to help youth build skills for navigating and communicating in a digital world, including age-appropriate content about social media, online harassment, privacy, misinformation, and tips for healthy digital media use.

[Spotting AI: Knowing How to Recognize Real vs AI Images | Britannica Education](#)

This guide for educators focuses on detecting AI-generated images, and how to teach visual media literacy.

Media Literacy Resources

PROVIDERS:

[Porn Literacy | Boston University - Rothman Violence Prevention Research Lab](#)

Boston Public Health Commission facilitates a porn literacy curriculum that was developed in collaboration with Boston University's Rothman Violence Prevention Research Lab. This page includes videos from researchers and youth participants, as well as links for more information on facilitator training and evaluation studies. NSVRC hosted a **[podcast episode](#)** about the development and implementation of this curriculum.

[Teaching Elementary Students How to Evaluate Information They Find Online | Edutopia](#)

This article explains how to incorporate media literacy concepts like fact-checking and AI media detection into elementary school classrooms.

[Teaching Porn Literacy | American Psychological Association](#)

This article discusses the impact pornography can have on young people, and strategies for helping them better understand the gap between pornography and healthy sexuality in a real-life relationship.



Survivor Advocacy & Content Removal Resources

Responding to
Non-Consensual
Creation and
Distribution of
Intimate Images

SURVIVOR ADVOCACY & CONTENT REMOVAL RESOURCES

Image-Based Sexual Abuse (IBSA), including the non-consensual creation and/or distribution of intimate or sexual images (NDII), can have a substantial and lasting impact on survivors' lives and wellbeing. This section focuses on tools and options available for having NDII removed from the internet and services to support survivor healing.

Unique Needs of NDII Survivors

Survivors of NDII have many of the same needs other survivors of sexual violence may have, in addition to some unique concerns and challenges specific to the nature of these crimes. For many survivors, having content removed from the Internet is their top priority, but this process can be retraumatizing.

Survivors of NDII may be especially fearful of being discredited and hesitant to trust service providers. They describe the ongoing impact of this form of violence. Many have to deal with images resurfacing throughout their life, emphasizing the importance of long-term support and therapy.

Other concerns and challenges reported by survivors include: discomfort with sexuality, anxiety or fear around their online presence, identity and body image issues, self-blame, social anxiety, and dissociation.

Realistic Expectations for Content Removal Processes

It is incredibly difficult, and in some cases, impossible, to have all copies of NDII removed from the Internet. There are gaps and limitations in all of the removal options that may make them unavailable or ineffective in some cases. Images that have already been removed may reappear over time. Seeking content removal can be retraumatizing and exhausting for survivors.

Being transparent about what the process might look like, potential outcomes, and who might be involved can help survivors feel a sense of control. Survivors should know that some content removal options place a lot of responsibility on the survivor. Processes may require repeated contact with law enforcement and engagement with the NDII over time, which can be retraumatizing. It is crucial to set realistic expectations about having media taken down and to discuss healing and coping outside of content removal.

Important Consideration: Child Sexual Abuse Material

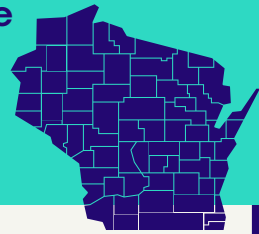
While survivors of all ages can experience IBSA, a survivor's age can be an important factor in determining what their options are in responding. Nude or intimate media of an individual under the age of 18 is Child Sexual Abuse / Exploitation Material (CSAM). People under 18 cannot legally consent to the production and distribution of intimate images of themselves. This means that images created before a survivor is 18 are illegal to create, share, or host on a website, regardless of who took the picture or if the child agreed to have the picture taken. Because of CSAM laws, services to minors may look very different than services to adults.

Responding to IBSA & Sextortion as a Survivor

Sextortion and/or other forms of IBSA can be very isolating, distressing, and overwhelming. Survivors may be unsure what actions they should take or who they can turn to for support. **If you are a survivor of any form of IBSA, you should know that you are not alone, and this is not your fault.** Below are some research-informed recommendations on how survivors can take action in the immediate aftermath of IBSA & sextortion.

Technology-facilitated abuse is hard to deal with, but help is available

WCASA Sexual Assault Service Providers (SASPs) can provide victim advocacy services to survivors of sexual violence, including survivors of IBSA. Find your local SASP by visiting the [Service Providers page](#) of the WCASA website.



If you or someone you know is experiencing sextortion or any form of IBSA...

- **Do not pay or otherwise comply with threats.** It may seem like giving a blackmailer what they are asking for will make them go away, but that is generally not the case. It is actually more common for threats to escalate after their initial demands are met. The best approach is to stop responding to their messages immediately.
- **Talk to someone you trust.** This could be a friend or family member, an advocate from your local SASP, or you can reach out to one of the helplines provided on the following page.
- **Assess your safety.** IBSA often intersects with other forms of violence, such as stalking, intimate partner violence, and sex trafficking. Survivors should consider things like if they have received physical threats, if the perpetrator has threatened to post or distribute their physical address, or if they have reason to believe that the perpetrator may be tracking their movements. If you are concerned about your physical safety, you should contact your local SASP or law enforcement.
- **Preserve evidence.** It is important to save all communications & evidence of IBSA before reporting content, requesting removal or deleting anything. Regardless of what actions you are planning to take at this point, you should preserve all evidence in case you need it later.
- **Block people who are harassing you.** Do not delete any messages or your profile, but you should block anyone who is threatening or harassing you. This includes the blackmailer, and anyone else who may be trying to connect with you because they saw NDII of you online.
- **Report threatening messages, NDII, and any other abusive behavior you receive online.** Report all threatening messages received from the blackmailer, any NDII content that is shared, and any harassment related to NDII of you online.
- **You have options to pursue content removal.** NDII and CSAM is illegal to host online, and you have options for demanding its removal. Consider seeking support from an advocate or an attorney to help you navigate the options available to you.
- **You have can report to law enforcement.** NDII and sextortion are illegal under state and federal law. If you choose to engage with law enforcement, you have the right to have a community-based advocate from a SASP supporting you throughout the process.

Resources for Survivors and Secondary Survivors

[Sextortion: What to do if someone is blackmailing you with nudes | Thorn](#)

This short resource from Thorn walks through recommendations for responding to threats related to intimate images.

[Resources for Child Sexual Exploitation Survivors | NCMEC](#)

This page of NCMEC's website has information and resources for survivors and secondary survivors of CSAM. This includes support with finding professionals like therapists and attorneys.

[When Images Hurt: How to understand, respond, and find hope for your child | National Children's Alliance](#)

This is a guide for parents and caregivers of CSAM survivors on how to best support their child.

[Coping with Child Sexual Abuse Material Exposure | NCMEC](#)

This brochure from NCMEC discusses common emotional reactions to exposure to CSAM, coping strategies, and tips for how adults can support youth as they process their exposure to abusive material.

Additional information and resources to support safety planning, content removal, and reporting to law enforcement can be found throughout the next few pages. Advocates at your local SASP can help you navigate these resources and processes.

CCRI Image Abuse Helpline 1-844-878-2274

This is free national helpline for survivors of IBSA, providing specialized information and referral on this complex topic. CCRI does not have the ability to take down NDII or block/remove accounts sharing it, but they can help survivors navigate the systems used to do so. Advocates who have questions about providing services related to IBSA can also contact the helpline for support and information.

NCMEC Team HOPE 1-866-305-HOPE (4673)

Team HOPE is a volunteer-based peer support helpline offered by NCMEC. Their volunteers provide support to parents, caretakers, extended family members, and adults who were missing or exploited children, drawing resilience from their own lived experience with these cases.

[CyberTipline](#)

This web-based tipline allows anyone to report online sexual exploitation of a person under the age of 18. The CyberTipline [refers all tips to be investigated by law enforcement](#). Any sexual exploitation of children, content that features nude or sexual images of children, or other content and behaviors that indicate sexual exploitation of children can be reported. Please see [their FAQ](#) for more detailed information. Tips can be submitted anonymously or with contact information. Those who provide contact information may be contacted by NCMEC staff and/or law enforcement. Reports can be made online in English and Spanish.

Content Removal Resources

NDII is illegal under federal and Wisconsin state laws. Survivors have options for content removal and perpetrator accountability within our civil and criminal legal systems, as well as company policies on many major platforms. For detailed information on relevant Wisconsin laws, please see [Cyber Civil Rights Initiative \(CCRI\)'s map of state laws](#).

COMPANY POLICY OPTIONS:

Most major social media websites, dating sites, messaging apps, and search engines have policies and processes for removal of NDII. These policies can be confusing to navigate, particularly if content has been shared on multiple websites. [CCRI's Safety Center](#) provides an overview of the process for requesting removal using company policy.

[Is Your Explicit Content Out There? | National Center for Missing and Exploited Children](#)

This guide from NCMEC has detailed instructions on how to report abusive content and harassment on many different platforms.

Hashing and Matching Search Tools

Hashing and matching is the use of technology to search for a file across a web platform or multiple platforms. These tools create a unique digital footprint for a file, called a hash. This allows the tool to search for the image without the file ever leaving the survivor's device, by using this hash to scan web pages and social media platforms for matching files. Matches are removed through partnership with these sites. The diagram below compares two free hashing and matching tools available for survivors to use.

StopNCII

- For use by survivors over the age of 18
- Can also be used to detect deepfakes
- Does not report any information to law enforcement
- See [this FAQ](#) for more information

Both tools:

- Do not collect personal information
- Media submitted is not saved or viewed by anyone but the survivor
- Partner with many of the largest social media and pornography websites
- Only accept submissions from survivors depicted in them
 - Free to use

Take It Down

- For use by survivors who are or were under 18 when the image was created
- May report matches found to CyberTipline and Law Enforcement
- For legal reasons, can only be used if you have access to the device the media was created on*
- See [this FAQ](#) for more information

Limitation: Only exact copies of a file can be located with this technology. Edited, cropped, or re-sized images have a different hash than the original file. This means that survivors should submit any originals and edited copies of an image they suspect may be online.

*Saving or sharing CSAM is illegal, even if the image is of you. Survivors and others should never send, copy, or download CSAM for any reason. Survivors who do not have access to the device on which the media was created should contact the CyberTipline for support from law enforcement.

Content Removal Resources

CRIMINAL & CIVIL LEGAL OPTIONS:

TAKE IT DOWN Act

The **TAKE IT DOWN Act** was signed into law in May 2025. This law federally criminalizes the publication of real or AI-generated intimate media and threats related to them, effective immediately. The law also requires websites and platforms to remove NDII within 48 hours of a complaint, and platforms have one year to develop or improve processes. The immediate impact of this law is that survivors have additional options within the criminal legal system, and beginning in 2026, it may be easier for survivors to have content removed. While federal criminalization of these crimes is progress on the issue, experts like **CCRI have raised concerns** about whether its implementation will fulfill its promises to survivors.

Wisconsin Internet Crimes Against Children (ICAC) Task Force

Wisconsin ICAC consists a network of affiliates across the state, in addition to their state-level team housed at the WI Department of Justice (WI DOJ). When Internet-based crimes against children are reported to the Cyber Tipline, the WI ICAC refers that tip to a local affiliate jurisdiction. ICAC affiliates have specialized training to investigate ICAC cases. In the event that local law enforcement is not equipped to investigate, the state Division of Criminal Investigation (DCI) handles the investigation. ICAC's team of Crime Victim Response Specialists are also available to survivors who are working with DCI and ICAC affiliate jurisdictions. ICAC also collaborates with local SASPs, and advocates can also reach out to ICAC for support around CSAM or other ICAC cases at ICAC@wisdoj.gov

Reporting to Law Enforcement

Survivors who would like to pursue criminal charges in response to IBSA & sextortion may do so by reporting to law enforcement. There are a few options for reporting these crimes to law enforcement:

- **CyberTipline** - All tips submitted to the CyberTipline are referred to law enforcement. Reports to the CyberTipline will be sent to the appropriate ICAC affiliate. This can help survivors connect directly with specialized law enforcement in the correct jurisdiction, limiting the number of unnecessary steps and interactions with other law enforcement. More information about the CyberTipline can be found on p. 30 of this resource.
- **Report to your local law enforcement agency** - The initial responding officer that a survivor reports the crime to may not have specialized training in Internet crimes or SV, but reporting to law enforcement in your local community may get a more immediate response. This is the recommended reporting method if survivors have concerns for their physical safety.
- **Report to the Federal Bureau of Investigation (FBI)** - This link provides details on reporting to federal law enforcement, and survivors can also report through their [Internet Crime Complaint Center](#).

Content Removal Resources

CIVIL LEGAL OPTIONS:

Copyright Law

Copyright can be a valuable tool for content removal, including NDII. If the survivor or a supportive person is the one who created the image or video, they can claim or secure copyright ownership of it and demand its removal. Survivors can pursue this option on their own or with the support of an attorney.

While copyright law is designed to be accessible for the general public, survivors pursuing this option may benefit from working with an attorney. Please see the WCASA website page on **Civil Legal Needs of Survivors** for resources related to finding and choosing a civil attorney. Information within this guide is not legal advice. Please contact an attorney if you have legal questions.

Digital Millennium Copyright Act (DMCA) Takedown

The Digital Millennium Copyright Act (DMCA) was enacted in 1998 to address copyright issues created by the Internet and new technologies. It is often discussed in the context of protecting copyrighted material, but it can also be applied to have intimate images and other personal content taken down from the Internet. Survivors can demand that images they hold the copyright to are removed using a DMCA Takedown Notice.

Cyber Civil Rights Initiative(CCRI) : Safety Center

CCRI's Safety Center provides a step-by-step guide to the process of having NDII removed from the Internet using copyright law or company policy. It includes tips and tools for evidence preservation, registering copyright, and requesting removal using a DMCA Takedown or company policy. Additional resources and more detailed information can also be found in the Something Can Be Done! Guide from Without My Consent, which is a project of CCRI.

Reporting to the Federal Trade Commission

The Federal Trade Commission (FTC) is responsible for enforcement of the civil legal protections within the Take It Down Act. Survivors can report sextortion threats and platforms failing to comply with takedown requirements to the FTC at ReportFraud.ftc.gov.

Survivor Advocacy Resources

Quality advocacy and therapy services help survivors heal from and cope with the impact of IBSA. Well-trained advocates already have many of the skills they need to support survivors of IBSA, NDII & sextortion. The resources below are available to support advocates in understanding and responding to the unique needs of survivors of these crimes.

PROVIDERS:

BE THE SUPPORT –

Helping Victims of Child Sexual Abuse Material: A Guide for Mental Health Professionals

This guide is designed to support survivors of CSAM in their healing journey. While created primarily for therapists, the content is relevant for advocates and other helping professionals who work with CSAM survivors. The resource blends survivor insight with professional guidance and research, making it a valuable tool for anyone supporting CSAM survivors.

Cyber Civil Rights Initiative Intake Guide

This Intake Guide from Cyber Civil Rights Initiative (CCRI) is intended to be a supplement to your standard intake, to be used when working with survivors who have experienced IBSA. Questions focus on safety concerns and options specific to survivors of IBSA. Additionally, CCRI Safety Center & CCRI Image Abuse Helpline (1-844-878-2274) provide information to support advocates working with survivors who have needs and concerns related to IBSA.

Tech Safety Planning Toolkit | Tech Safety Canada

This toolkit includes checklists and information to be used by advocates and survivors to support safety planning and strategic technology use in the aftermath of technology-facilitated gender-based violence.



Suicide Prevention

Resources &
Considerations
for the Impact of
Image Based
Sexual Abuse

INCORPORATING TALKS ON SUICIDE PREVENTION

The impacts of image based sexual abuse may be numerous; feelings of shame, isolation, humiliation, and fear can be common. Another more deadly impact we need to talk about is suicidal ideation and death by suicide. Perpetrators of image based sexual abuse and sextortion choose tactics of threats to isolate victims, which then reduces the likelihood of people reaching out for support, and increases feelings of despair and the risk of death by suicide. Unfortunately, there have been cases where people have died by suicide after being targeted by perpetrators, especially among teenage boys.

We need to openly talk about the connections between suicide, image based sexual abuse, and online engagement. This will help us recognize the warning signs earlier, respond with empathy and compassion, and make sure victims are connected to crisis and mental health supports. It will also reduce the stigma around both topics, validate survivors' experiences, and make it absolutely clear that it is not the person's fault they were targeted.

Suicide Prevention Resources

TEENS:

Seize the Awkward

This webpage is a resource for teens to use to help them navigate their own mental health, as well as empower them to talk to their friends about their own mental health.

PARENTS & FAMILIES:

Frequently Asked Questions | Prevent Suicide Wisconsin

This webpage has an FAQ on the warning signs, risk and protective factors, myths and facts, and information on understanding the scope of suicide.

Risk factors, protective factors, and warning signs | AFSP

Understanding the risk factors is an essential part of suicide prevention. This website lists potential risk factors for parents and families to be aware of.

Teens and suicide: What parents should know | AFSP

This resource has information specific to teenagers with information helpful for parents. The site includes information on the unique behaviors of teens and suicidal ideation, as well as how to talk to teens about suicide and prevention.

Suicide Prevention Resources

PARENTS & FAMILIES:

Project Healthy Minds

This website has a lot of information on how to talk about mental health wellness with people. There is also a lot of information on banishing stigma and shame around messaging.

Accessing Children's Mental Health Services Guide | OCMH

This guide is a roadmap for accessing mental health services for youth, as it can feel very complicated. The resource is available in English, Spanish, and Hmong.

My Child is Suicidal, and I don't Know How to Help | MHA & NCTSN

This webinar from Mental Health America and The National Child Traumatic Stress Network explores personal experiences faced by parents who learn that their child is struggling with suicidal thoughts, teachers who support youth struggling with suicidal thoughts in school, and providers who help youth and families negotiate recovery from suicidal ideation.

Handling a Mental Health Crisis Children's Wisconsin

This resource from Children's Wisconsin is helpful for parents and families to help their loved one manage a crisis. There are concrete tips when you notice there is a crisis, information to help during, and resources once the crisis has passed.

Resources for Mental Wellness | The Kids Mental Health Foundation

This website has tangible resources and activities for families to talk with kids about mental wellness. There are printable sheets, videos, and articles.

PROVIDERS:

Suicide Prevention Resource Center

This website has several different on-demand trainings for providers on identifying suicidal behaviors and suicide prevention. Some courses are culturally specific.

Meeting this Moment: Facilitating Suicide Prevention Workshops for Youth in School and Community Settings | NCCASA

This is a curriculum designed for providers to facilitate suicide prevention and crisis planning with young people.

Suicide Prevention Messaging | Action Alliance Framework for Successful Messaging

This tool is helpful to understand how we talk about and frame conversations around suicide, as words have power to mitigate the societal shame and stigma on this topic.

CALM: Counseling on Access to Lethal Means | Suicide Prevention Resource Center

This training can be used to help identify and reduce access to lethal means, such as firearms and medication, which can determine whether a person is at risk for death by suicide.



Navigating Digital Safety: A Resource 2025

Wisconsin Coalition Against Sexual Assault
www.wcasa.org

