

Guide for facilitators

Delivering community
education sessions on
technology-facilitated abuse

November 2025



ssi For equality
of life.

Introduction

This manual has been created as a guide for facilitators to deliver community education sessions to groups using videos developed for the Championing Action for Tech Safety project. This guide is designed to deepen the understanding of technology-facilitated abuse in the context of domestic and family violence within refugee and multicultural communities. With each video there is a section with reflective questions and information about support services.

The videos explore the topics of image-based abuse, impersonation, tracking, and the use of children's devices.

Developed by SSI and the Championing Action for Tech Safety project.

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Understanding tech-facilitated abuse

Technology-facilitated abuse (TFA) is when technology is used to abuse, control or coerce someone. This can harm someone psychologically, socially, or may also lead to physical harm. TFA can be perpetrated in domestic and family violence – when the person using violence uses technology to threaten, coerce, dominate or abuse a victim-survivor in a domestic or family relationship, including intimate partner relationships and share households. It may also be referred to as tech-based abuse or tech-based gender-based violence.

Role of a facilitator

As a facilitator, your role is to:

- Guide discussions to explore and understand these complex and sensitive topics in a safe and respectful manner.
- Ensure a safe and inclusive space for all voices to be heard.
- Provide accurate information and clarify misunderstanding.
- Model empathy and active listening.
- Factor in cultural nuances when discussing these issues within diverse communities.

What you will need to lead the discussion

- A room or space where participants feel safe and comfortable.
- A screen or projector so all participants can see the screen.
- Access to the video the session will be based on.
- A laptop which can be plugged in to the screen or projector to show the video.

Creating a safe space

- Acknowledge that some content may be distressing.
- Encourage participants to take breaks or step outside if needed.
- Remind participants that it is a safe and confidential space and to only share deidentified information.
- Remind participants that there is no right or wrong answer.
- Encourage participation, however, provide them with the option to pass if needed.
- Have ground rules to prevent victim blaming or harmful remarks.
- Emphasise that no personal disclosures are required.

How to watch the videos

- The videos have community discussion sections. Here you can either pause to reflect on the questions provided or watch the whole video before reflecting on the questions.
- Total session time: 30-45 minutes.

Responding to disclosures

Due to the sensitive nature of these topics, disclosures may occur. Therefore, as a facilitator, you must:

- Assess for safety risk.
- Listen without judgement.
- Acknowledge the courage it takes to speak up.
- Avoid pressing for details.
- Do not make any promises that you cannot fulfill.
- Be open about the limitation of your role and explore what support the person is after.
- Offer appropriate support and links to services.
- Offer to stay back for a conversation.

Supporting the community discussion

Each film comes with a complete guide with questions and prompts to encourage discussion and reflection. The next chapters set out the discussion guide for each video.

Community discussion guide

Image-based abuse

Session overview

This session uses a short video to explore the concept of image-based abuse and to guide discussion and reflection with group participants.

Objectives

- Understand what impact image-based abuse can have.
- Consider the roles of choice and pressure, and the concept of consent.
- Understand the personal, social, and legal impacts of image-based abuse.
- Know where to get help and support.

How to run the session

- Pause after each scene where it says, 'community discussion' and guide a reflective discussion using the questions and prompts provided in the guide.
- Total session time: approximately 45-60 mins.

Definition

Image-based abuse refers to threatening to share or sharing an intimate photo or video without the person's consent. This impacts on a person at the time of the offence, but also afterwards, and can lead to criticism and/or harassment from those who have seen or heard about the image. Image-based abuse tactics can also be used as a coercive control tactic in domestic and family violence.

Victim-blaming attitudes are common. Not all photos have been consented to, and social media may not be accurate (fake images).



Opening the session

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Acknowledgement of Country

- We acknowledge the Traditional Owners of the land and pay respect to Elders past, present, and emerging.

Trigger warning

- This session includes sensitive content related to image-based abuse. Please take care of yourself during the session. You can step out of the room at any time and speak with the facilitator if needed.

Safe space

- This is a respectful and confidential learning space with no right or wrong answer.
- Please use only de-identified information.
- Participate as you feel comfortable.

Community discussion guide

Image-based abuse

Background to the story (facilitator speaking notes)

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Zara is 21 years of age and has been living in Australia for one year. She is on a student visa. Zara comes from a very insular community. Zara has enjoyed the freedom of not living with family but has maintained close contact with her family and friends at home. Zara has been dating Dae, who is 22. Dae is not from Zara's community.

 **Zara's story:**
youtu.be/BGgPtOauFh4
(show the video)

Scene 1 - The photo

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Summary:

Zara is talking to her sister when her boyfriend, Dae, arrives unexpectedly. Zara is very uncomfortable with this, but regardless, Dae enters her room and without permission, takes photos. Zara is upset about this, and Dae is angry about Zara being upset.

Q 1: What is happening in this scene?

Reflection:

Think about consent and making choices. Consider how Zara's actions and requests are ignored by Dae. Consider that Zara's rights are not being upheld — it's not only that she hasn't given consent. Coming from a background where men's wishes are expected to be respected, does Zara fully understand what consent means?

Q 2: Who is responsible for the photo?

Reflection:

Think about responsibility. Consider who is responsible for the photo being taken. Should Zara be blamed if she is not consenting?

Community discussion guide

Forced marriage

Scene 2 - The phone call

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Summary:

Zara is talking to her friend, Jess, when her sister calls. Zara's sister tells her that there is a photo of her and Dae online. Zara is very distressed by this.

Q 1: What is the impact to Zara of this photo being posted online?

Reflection:

How might Zara be feeling? Consider Zara's perspective – she may be feeling frustrated that Dae took the photo without her consent or distressed that Dae posted the photo without her consent. She may be worried she is bringing shame on her family or disappointing her family. She may be reflecting on her family wishes versus her own wishes, or she may be feeling fear.

Q 2: What do you think would have occurred if the photo was taken with Zara not wearing her hijab?

Reflection:

What are the laws in Australia around image-based abuse?

In Australia image-based abuse is defined as photos or videos of activities or actions that are sexual or naked (even partly). It is also image-based abuse when a person takes a photo of someone without their clothing of religious or cultural significance.

The image or video can be real or fake.

Scene 3 - The outcome

“

Summary:

Zara wonders what she should do about this and talks to her friend, Jess. Jess offers advice to Zara about support services and places that can help.

Q 1: In what ways can people be more empathetic towards Zara's situation?

Reflection:

Consider how Zara tried to avoid this photo being taken. Consider that she did not invite Dae to her room, she asked him to leave, she did not consent to the photo being taken, and that she broke up with him.

Discuss the importance of not shaming or blaming the victim, but instead making sure it is the perpetrator who bears responsibility. Discuss that the ramifications are not just from the perpetrator of the image-based abuse, but may be from multiple people.

Q 2: What do you think Zara can do next?

Reflection:

Think about how Zara can get support. Consider how Zara would get information and report the event.

Think about that it is not the fault of the victim.

Community discussion guide

Impersonation

Session overview

This session uses a short video to explore the concept of impersonation and to guide discussion and reflection with group participants.

Objectives

- Understand what impact impersonation can have.
- Consider the role of choice, pressure, and the concept of consent.
- Understand the personal, social, and legal impacts of impersonation.
- Know where to get help and support.

How to run the session

- Pause after each scene where it says, 'community discussion' and guide a reflective discussion using the questions and prompts provided in the guide.
- Total session time: approximately 45-60 mins.

Definition

Impersonation occurs when a person uses someone else's social media accounts, email, or other accounts, and acts in their place, most often maliciously. It can also be when a person creates an account or profile pretending to be someone else. They may even set up an account that looks like it belongs to another person. This may be done to embarrass or damage reputation. Impersonation can happen without the victim-survivor knowing until there is a significant impact – such as a large debt in their name. Creating a fake account and impersonation is a crime.



Opening the session:

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Trigger warning

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Safe space

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- Please use only de-identified information.
- Participate as you feel comfortable.

Community discussion guide

Impersonation

Background to the story (facilitator speaking notes)

“

Mae is 30 years of age and has two children, a seven-year-old daughter and a five-year-old son. Mae has been living in Australia for three years after arriving with her abusive ex-husband, Jin. Mae has been separated from Jin for six months and has been living in transitional housing. Mae successfully applied for an apartment and has been organising to move.



Mae's story:

youtu.be/8cd3VQDP_1A

(show the video)

Scene 1 - Preparing to move

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Summary:

Mae is packing her house to move when she finds out the real estate agency is not going to lease her the apartment. Mae is very distressed about this and asks for help from her social worker.

Q 1: What is happening here?

Reflection:

Encourage the group to think about impersonation. Consider how confused Mae is. Think about how this affects her, and what steps she might take to understand what happened and try to fix it.

Q 2: How can someone act as you?

Reflection:

Consider how someone can pretend to be someone else. Consider the use of technology such as email or social media accounts and how difficult it is for the receiver to know what is real.

Encourage the group to think about someone having access to their email or social media accounts or even setting up accounts pretending to be them.

Community discussion guide

Impersonation

Scene 2 - Unpacking

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Summary:

Mae realises that her ex-husband has been impersonating her through her email. Mae's social worker talks to her about ways in which she can protect her email and other accounts. Mae's social worker also talks to her about the laws that protect her in Australia.

Q 1: What are some ways in which an abuser can continue to control someone's life even after the separation? What could the impact be?

Reflection:

Encourage the group to think about ways this can happen – for example, someone could set up a bank account in another person's name, someone could be using email to arrange things in another's name, somebody might act as another on their social media or other sites and post inappropriate things.

“

Q 2: How common is it for someone to set up your accounts? When does it become a problem?

Reflection:

Discuss the difference between support and control, for example getting assistance (husband helping a wife set up account) versus someone controlling your accounts to abuse.

Q 3: What are the services that you can contact for advice and assistance?

Reflection:

Get the group to share with you what services they know of. Give information on Wesnet, eSafety and local DFV and community support services.

Community discussion guide

Tracking

Session overview

This session uses a short video to explore the concept of tracking and to guide discussion and reflection with group participants.

Objectives

- Understand what impact tracking can have.
- Consider the role of choice, pressure, and the concept of consent.
- Understand the personal, social, and legal impacts of tracking.
- Know where to get help and support.

How to run the session

- Pause after each scene where it says, 'community discussion' and guide a reflective discussion using the questions and prompts provided in the guide.
- Total session time: approximately 45-60 mins.

Definition

Tracking, also known as stalking, is a crime and can be reported to the police. Criminal behaviour includes stalking, sending threatening emails, and texts (harassment), using tracking apps and spyware without consent, as well as online bullying.

Tracking and stalking is when someone monitors or harms someone else. They can use technology as a tool to do this. Actions can include tracking location and sending harassing texts. Some of the common technologies that are used as tools for this are phones and laptops.



Opening the session

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Acknowledgement of Country

- We acknowledge the Traditional Owners of the land and pay respect to Elders past, present, and emerging.

Trigger warning

- This session includes sensitive content related to tracking. Please take care of yourself during the session. You can step out of the room at any time and speak with the facilitator if needed.

Safe space

- This is a respectful and confidential learning space with no right or wrong answer.
- Please use only de-identified information.
- Participate as you feel comfortable

Community discussion guide

Tracking

Background to the story (facilitator speaking notes)

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22-year-old Dina lives with her husband, Ali. They have been married for two and a half years and arrived in Australia two years ago. Dina and Ali have no children. Dina and Ali are in Australia on working visas.

 **Dina's story**
youtu.be/qygnimbM3gY
(show the video)

Scene 1 - Discussing

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Summary:

Dina is sitting in her lunchroom. She is obviously scared and upset and is receiving a lot of text messages. Her manager and friend, Vanessa, is talking with her and trying to find out from Dina if she is okay.

Q 1: What do you think is happening here?

Reflection:

Draw out discussions on what is occurring. Does the community see this as acceptable? What are their thoughts around a husband's right to know where his wife is?

Q 2: Is it okay for Ali to send so many texts to Dina?

Reflection:

Follow up previous question with specific question about what may be appropriate. Discuss the difference between frequent wanted contact and frequent unwanted contact. Discuss what Dina is feeling.

Community discussion guide

Tracking

Scene 2 - Disclosing

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Summary:

Dina talks to Vanessa about what is happening and how scared she is of her husband. Dina tells Vanessa that Ali is constantly following her and threatening her.

Q 1: What information does someone have about you if they have access to your phone?

Reflection:

Discuss what information is on a mobile phone. Discuss how this can be protected.

Q 2: How easy do you think it is to track someone?

Reflection:

Discuss what information is given on phones and what this may tell others. For example, location status, checking in to restaurants, reviewing places, Snap Maps etc.

Q 3. What impact can tracking have on a person?

Reflection:

Discuss how Dina might be feeling, for example, fearful, intimidated, or harassed.

Scene 3: Supporting

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Summary:

Vanessa and Dina talk about what help Dina can get. Vanessa gives Dina information on support at work as well as support through a social worker.

Q 1: Why do you think Ali is doing this?

Reflection:

Discuss with the group the reasons they may see for Ali to be contacting Dina.

Is there a difference if this occurs in an intimate partner relationship, or if it occurs outside an intimate partner relationship?

Discuss the tools used (for example, phone, laptop) as well as the gender-based power imbalance that leads to this behaviour (for example, patriarchal structures, husband's 'rights' etc).

Q 2: What can Dina do in this situation?

Reflection:

Draw out the ideas around Dina's rights, and the laws around stalking and tracking.

Community discussion guide

Use of children's devices

Session overview

Session overview

This session uses a short video to explore the concept of using children's devices and to guide discussion and reflection with group participants.

Objectives

- Understand the impact of using children's devices.
- Consider the roles of choice and pressure, and the concept of consent.
- Understand the personal, social, and legal impacts of using children's devices.
- Know where to get help and support.

How to run the session

- Pause after each scene where it says, 'community discussion' and guide a reflective discussion using the questions and prompts provided in this guide.
- Total session time: approximately 45-60 mins.

Definition

Children and young people can be both directly and indirectly affected by technology facilitated abuse. Children's devices can be used by a parent as a tool to gather information. Perpetrators may subject a child to threatening, coercive, and controlling behaviours. Perpetrators often use various harmful tactics to deliberately undermine, manipulate and damage the mother-child relationship.



Opening the session

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Acknowledgement of Country

- We acknowledge the Traditional Owners of the land and pay respect to Elders past, present, and emerging.

Trigger warning

- This session includes sensitive content related to use of children's resources. Please take care of yourself during the session. You can step out of the room at any time and speak with the facilitator if needed.

Safe space

- This is a respectful and confidential learning space with no right or wrong answer.
- Please use only de-identified information.
- Participate as you feel comfortable.

Community discussion guide

Use of children's devices

Session overview

Background to the story (facilitator speaking notes)

“

Mina is 35 years old. She has a 15-year-old daughter and a 16-year-old son. Mina is separated from her husband, Abdul. Abdul is 37 years old and there is an AVO against him. Mina is supported by a caseworker.

 **Mina's story**
youtu.be/eKri2sLfsR8
(show the video)

Scene 1 - Talking to Dad

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Summary:

Issy and Ali have moved away from their father, Abdul, and live with their mother, Mina. Issy is on the phone to Abdul and he is asking her to turn her video on. Mina has asked Issy and Ali not to do this (for safety). Ali turns the video on and shows Abdul where they live. Issy is upset by this, as is Mina when she gets home. Abdul rewards Ali for showing him their new place and tells Ali he will get him a new phone and tells Issy he will stop paying for hers if she doesn't show him what he asks.

“

Q 1: What do you think is happening here?

Reflection:

Draw out discussions on what is occurring. Does the community see this as acceptable? What are their thoughts around a father's right to know where his children are? Is the father right to promise a phone when Abdul obeys him?

Q 2: What could be the impacts of Abdul showing the room to their father?

Reflection:

Draw out discussions on what might happen if their father knows where they live. How might children be affected by the need to not disclose information, and what might happen if/when it is disclosed. What might be a safety consideration here for the mother and for the children?

Q 3: What roles do men and boys play in this situation?

Reflection:

How do we involve them in this discussion? What are the power dynamics and how are these addressed?

Community discussion guide

Use of children's devices

Session overview

Scene 2 - Talking to the caseworker

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Summary:

Mina is on the phone to her social worker. Mina is worried about their safety and the threats that Abdul is making to the children. Mina's social worker suggests she come and talk to the children about why it is important to be safe with their devices.

Q 1: How do you think Mina is feeling?

Reflection:

Draw out discussions on the impact on Mina, for example feelings of fear, powerlessness, or helplessness.

Q 2: What can Mina do to assist her children to understand and to support them from the impacts DFV/TFA?

Reflection:

Draw out discussions on what might happen if their father knows where they live. How might children be affected by the need to not disclose information, and what might happen if/when it is disclosed. What might be a safety consideration here for the mother and for the children? Discuss where support may be given (for example, community organisation, DFV support).

“

Q 3: What are some protective factors Mina is using and how is her ex-husband affecting these? How is this impacting Mina's relationship with her children?

Reflection:

Discuss the strategies and tools used by Mina (for example, moving, talking to the children) as well as the tools used by the ex-husband to try and circumvent these strategies. Perpetrators often use various harmful tactics to deliberately undermine, manipulate and damage the mother-child relationship.

Support services

1800RESPECT

1800RESPECT is available for free, 24 hours a day, 7 days a week to support people impacted by domestic, family or sexual violence. They provide confidential information, counselling and support.

Contact details:

W: www.1800respect.org.au

P: 1800 737 732

Adira NSW Multicultural Centre for Women's and Family Safety

Adira supports effective, culturally responsive safety services for migrant and refugee women, children and families. They provide collaborative case management as well as referral pathways for specialist support.

Contact details:

W: [www.safetycentre@ssi.org.au](mailto:safetycentre@ssi.org.au)

P: 02 8111 7077

eSafety Commissioner

eSafety is Australia's independent regulator for online safety. They educate Australians about online safety risks and help to remove harmful content such as cyberbullying of children, adult cyber abuse and intimate images or videos shared without consent.

Contact details:

W: www.esafety.gov.au

NSW Police Force

If you believe you are experiencing technology-facilitated abuse — such as stalking, intimidation, or image-based abuse — you can report it to your local police.

In an emergency, call 000.

Support services

Wesnet

Wesnet provides relief and support to women and children experiencing domestic and family violence, intimate partner violence and other forms of gender-based violence. They provide material relief to women and children as well as educational resources and advice to women and children to increase their safety.

Contact details:

E: wesnet@wesnet.org.au
P: 1800 937 638

Immigrant Women's SpeakOut

Immigrant Women's SpeakOut is a key organisation for migrant and refugee women within NSW supporting women subjected to domestic and family violence or who are at risk of homelessness due to violence or abuse. Immigrant Women's SpeakOut provides information, guidance and other direct services.

Contact details:

W: www.speakout.org.au
P: 02 9635 8022

Women's Legal Services NSW

Women's Legal Service NSW (WLS NSW) is a community legal centre providing women across NSW with a range of free legal services, with specialist legal services relating to domestic violence, sexual assault, family law, discrimination, victims support, child protection, human rights and access to justice.

Contact details:

W: www.wlsnsw.org.au
P: Domestic Violence Legal Advice Line:
02 8745 6999

Muslim Women Australia

Muslim Women Australia offers a wide range of services including settlement support for newly arrived migrants and refugees, community development programs, financial counselling, legal aid, and specific support for domestic violence and homelessness through their service, Linking Hearts.

Contact details:

W: www.mwa.org.au
P: 02 9750 6916

We're SSI.
We stand for a world in which everyone
has access to equal opportunity.
We are driven by equality, empathy,
and celebration of every individual.
ssi.org.au

