



A self-reflective
film-based learning
resource on
technology-based abuse

Developed by SSI and the Championing
Action for Tech Safety project
November 2025

ssi For equality
of life.

Introduction

This guide is designed to deepen understanding of technology-based abuse in the context of domestic and family violence within refugee and multicultural communities. It has been created for individuals to watch the films independently and engage in thoughtful reflection using the accompanying questions provided under each story.

The videos explore the following topics:

- Image-based abuse
- Impersonation
- Tracking
- Use of children's devices

With each video there is a section with reflective questions and information about support services.

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Trigger warning

The videos contain sensitive content related to technology facilitated domestic and family violence. Please take care of yourself during the session.

Understanding technology-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 (perpetrator) 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 occur as multiple perpetrator violence (when more than one person is subjecting a victim-survivor to the abuse). It may also be referred to as tech-based abuse or tech-based gender-based violence.

What you will need

- A room or space where you feel safe and comfortable.
- A room where children do not pass through while immersing yourself.
- A laptop with internet access.

Creating a safe space

- We encourage you to take breaks if needed.
- We encourage you to reflect on your responses to the questions being asked.

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: 15-20 minutes.

Self-reflective guide

Image-based abuse

Image-based abuse refers to threatening to share or to 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. It is important to understand that not all photos have been consented to, and social media may not be accurate (the images may be fake images).



Session overview

You will watch a short video to explore the topic of image-based abuse and use the questions provided to reflect on it.

Objectives

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

Background to the story

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

Self-reflective guide

Image-based abuse

Scene 1 - The photo

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?

Scene 2 - The phone call

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.

Self-reflective guide

Image-based abuse

Scene 3 - The outcome

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.

Consider the importance of not shaming or blaming the victim, but instead it is the perpetrator who bears responsibility. Think about the ramifications – they 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.

Self-reflective guide

Impersonation

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.

Session overview

You will watch a short video to explore the topic of impersonation and use the questions provided to reflect on it.

Objectives

- Understand what impact impersonation can have.
- Understand the personal, social, and legal impacts of impersonation.
- Know where to get help and support.



Background to the story

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](https://youtu.be/8cd3VQDP_1A)

Self-reflective guide

Image-based abuse

Scene 1 - Preparing to move

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:

Consider how confused Mae must be. 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.

Scene 2 - Unpacking

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:

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, or 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 accounts for other people? 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 accounts to abuse.

Self-reflective guide

Tracking

Tracking, also known as stalking, is when someone monitors or harms someone else. They can use technology as a tool to do this. Some of the common technologies that are used as tools for this are phones and laptops.

Tracking 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.

Session overview

You will watch a short video to explore the topic of tracking and use the questions provided to reflect on it.

Objectives

- Understand what impact tracking can have.
- Understand the personal, social, and legal impacts of tracking.
- Know where to get help and support.



Background to the story

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

Self-reflective guide

Tracking

Scene 1 - Discussing

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:

Think about what is occurring. Is this acceptable? Consider if a husband has a right to know where his wife is.

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

Reflection:

Consider what may be appropriate. What is the difference between frequent wanted contact and frequent unwanted contact. Consider how Dina is feeling.

Scene 2 - Disclosing

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:

Think about what information is on a mobile phone. Consider how this can be protected.

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

Reflection:

Consider what the information that is given on phones tell others. Think about, for example, location status, checking in to restaurants, reviewing places, Snap Maps etc.

Q 3: Why do you think Ali is doing this?

Reflection:

Consider what reasons Ali may say he has 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?

Think about 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).

Self-reflective guide

Tracking

Scene 3 - Supporting

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: What impact can tracking have on a person?

Reflection:

Consider how Dina might be feeling - fearful, intimidated, harassed.

Q 2: What can Dina do in this situation?

Reflection:

Consider what rights Dina has in this situation and what laws may protect people around stalking and tracking.

Self-reflective guide

Use of children's devices

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.

Session overview

You will watch a short video to explore the topic of the use of children's devices and use the questions provided to reflect on it.

Objectives

- Understand the impact that using a child's device to continue to perpetrate abuse can have.
- Understand the personal, social, and legal impacts of this.
- Know where to get help and support.



Background to the story

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](https://youtu.be/eKri2sLfsR8)
youtu.be/eKri2sLfsR8

Self-reflective guide

Use of children's devices

Scene 1 - Talking to Dad

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:

What is happening here? Is this acceptable? Does a father have a 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:

Consider 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:

What are some ways men and boys can be involved in discussions around the impact of domestic and family violence on children and families? What are the power dynamics and how are these addressed?

Self-reflective guide

Use of children's devices

Scene 2 - Talking to the caseworker

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:

Consider how Mina may be feeling. Think about 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:

Consider 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 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 (e.g. moving, talking to the children) as well as the tools used by the ex-husband to try and circumvent these strategies. Consider if and how Abdul is deliberately trying to 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

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