CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1 SAFE ONLINE

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING

STUDENT WORKBOOK



TAYLORTEACHES.CA

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Welcome to Taylor Teaches

Before you start Lesson 1, here's what to expect.

This is a family course, not a solo one.

Every lesson in this Workbook is built to go through together — trusted adult and child, side by side. You'll read together, talk together, and work through the activities together. None of it is designed for a child to do alone.

There's no rush.

Nine lessons, but no deadline. Some families move through a lesson a week; others take a lesson a day. Go at whatever pace lets you actually talk about what you're reading — not just get through it.

Each lesson follows the same shape:

- Key Definitions — a few terms to know before you start
- Lesson Content — what to read and talk through together
- Discussion Questions — open-ended, no right answers, just conversation
- Family Assignment — something small to do together before moving on
- A hands-on activity — a game, sorting exercise, or scenario to work through
- Lesson Quiz — a quick check-in you do together, not a test to pass or fail

This is a serious topic, handled calmly.

Some of what's ahead is hard to read. That's expected — this course covers grooming, exploitation, and trafficking honestly, because vague warnings don't protect kids the way clear information does. You don't need all the answers. Take your time, listen, and seek support when needed.

If something in this course brings up something that's already happened —

in your family, or someone else's — whatever feelings come up are valid. You can pause, skip an activity, or return when you feel ready. Talk to a trusted adult or professional if it would help. This course is meant to open doors, not close them.

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Why This Matters

The Reality

Online exploitation of children is a serious and growing concern. Reports of online enticement have risen sharply, and offenders may use social media, gaming platforms, messaging apps, and other online spaces to approach children.

Taylor Teaches created Safe Online because we believe clear, calm education can help families protect children from exploitation. People who seek to exploit children often rely on secrecy and isolation. Open conversations, recognised warning signs, and a clear plan for asking for help give families practical tools to respond. Unsafe behaviour is never a child's fault, even if they shared information or trusted someone.

A note from AIDA

Hi! I'm AIDA. I help kids feel safe and confident online. This course is a little more serious than my other lessons because the topic is important — but you are not alone. A trusted adult will read with you, and together you'll learn how to stay safe, spot warning signs, and ask for help when something feels wrong. You can do this.

These activities help you practise what you've learned. There are no right or wrong feelings - just keep thinking, talking, and asking questions

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How to Use This Workbook

- Print the Student Workbook pages you want - you don't need to do them all at once. Taylor Teaches encourages off-screen learning and handwriting where practical, so printing the workbook and completing it with a pen or pencil is recommended. The Trusted Adult Guide can be viewed on a computer or phone and does not need to be printed unless you prefer paper.
- Sort cards: cut along the dashed lines, then sort into two piles.
- Scenario cards: read one aloud and talk about what you'd do.
- Worksheets: fill in with a pencil, pen, or markers.
- Family assignments and agreements: read the instructions together; sign only where the page includes a signature line.

Answer keys and trusted-adult guidance are provided in the separate Trusted Adult Guide. The cards and worksheets here stay clean for kids to use.

This course is free because no family should be priced out of protecting their child.

Want to Go Further?

Taylor Teaches offers additional courses at TaylorTeaches.ca. A portion of every purchase is donated to child safety and anti-trafficking organisations — and you choose where it goes. A full list of our partner organisations is included at the end of this course.

Buying a course is not just an investment in your child's education. It also supports work to help protect children.

"Together, we protect more children".

— Taylor Teaches

Ready? Turn the page, and let's start with Lesson 1.

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You Are Not Alone

If someone has hurt you, scared you, pressured you or made you feel unsafe, help is available. You are not in trouble for asking for help. What happened is not your fault.

If you need help right now

If you are in immediate danger, call 911 in Canada or the United States. In another country, call your local emergency number. If you can, move somewhere safer and ask a trusted adult for help.

You can talk to a trusted adult, such as a teacher, school counsellor, relative or another adult who helps you feel safe. If the first person does not help, keep telling someone until you get help. You can say, "I need help. Something happened, and I don't feel safe."

You can contact a helpline yourself, or ask a trusted adult to help. You do not have to know the right words. You can ask the person you contact what they will keep private and when they may need to share information to help keep someone safe.

Canada

Kids Help Phone

Talk about anything that is worrying you. Call 1-800-668-6868 or text CONNECT to 686868, any time, day or night. You can also visit the website for support.

https://kidshelpphone.ca/

Cybertip.ca

If someone has asked you for sexual pictures, shared a private picture or done something sexual online that worries you, you or a trusted adult can make a report here. You do not have to handle it alone.

https://www.cybertip.ca/

Canadian Human Trafficking Hotline

If someone is controlling, threatening or pressuring you to work or do sexual things, you can talk to someone who can help you understand your options. Call 1-833-900-1010 any time or visit the website to chat.

https://canadianhumantraffickinghotline.ca/

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United States

Childhelp National Child Abuse Hotline

If someone is hurting you or you are worried about abuse, you can talk to a counsellor. Call 1-800-422-4453, text GO to 1-800-422-4453, or use the website chat, any time. They can help you find support and explain where to report.

https://childhelphotline.org/

National Human Trafficking Hotline

If someone is controlling, threatening or pressuring you to work or do sexual things, you can talk to someone about help and safety. Call 1-888-373-7888 any time, text JOIN to 233733 or visit the website.

https://humantraffickinghotline.org/

RAINN National Sexual Assault Hotline

If someone has touched you or done something sexual to you that you did not want, you can talk to a trained support person. Call 1-800-656-4673, text HOPE to 64673, or chat online, any time.

https://rainn.org/hotline

NCMEC CyberTipline

If someone is trying to involve you in sexual activity online or has shared a sexual picture of you, you or a trusted adult can make a report. You can also call 1-800-843-5678.

https://report.cybertip.org/

Other countries

Find a child helpline

Child Helpline International has a list of helplines in many countries. Choose your country to find out how to contact one. Not every country has a helpline, and hours can vary.

https://childhelplineinternational.org/helplines/

If a private picture has been shared, you are not in trouble. Do not send or share the picture with anyone else. Ask a trusted adult or one of the services above for help.

Information checked 31 October 2026. Helpline details can change.

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VIDEO LINK

CLICK ON PICTURE BELOW (does not work on printed copy)



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CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1 SAFE ONLINE



Video Link

Taylor Teaches

Taylor Teaches makes AI for kids simple, safe, and fun — through free preview clips, full courses, and hands-on activities kids can try right away. Kids learn alongside AID...

YouTube

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A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING

STUDENT WORKBOOK



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Safe Online | Family Edition

Lesson 1
What Is Online Safety?

Name: _____

Date: _____

Lesson 1 — What Is Online Safety?

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Key Definitions

Review these terms together before watching the video.

Online / Internet	The internet connects phones, computers, and other devices around the world. Being online means using the internet.
Private Information	Details about you that should stay private, such as your full name, address, school, phone number, passwords, or where you are. Photos can show private details too.
Digital Footprint	The trail of information you leave when you use the internet. Things you search for, post, or send can leave a record.
Trusted Adult	An adult who listens, takes your worries seriously, and helps you stay safe. This could be a parent, caregiver, teacher, or counsellor.
Safe Choice	Something you do to help keep yourself and your information safe online. You can ask a trusted adult for help, even if talking about it feels uncomfortable.
Red Flag	A warning sign that something might not be safe. Stop and check with a trusted adult before you continue.

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The Reality of Growing Up Online

Going online is part of everyday life for many children—for schoolwork, games, videos, and talking with others.

As technology changes, the ways people can use it to hurt others change too. Learning online safety helps you understand these risks and know when to ask a trusted adult for help.

Why Online Safety Education Is Necessary

Someone who wants to harm a child may contact them through games, social media, messages, or in person.

People who want to harm children may act friendly, pretend to share your interests, or offer gifts to trick you and gain your trust. If someone makes you feel worried, confused, or pressured, ask a trusted adult for help. If someone harms you, it is never your fault.

The Most Important Protection

Having trusted adults you can talk to is an important part of staying safe online. If something worries you, ask for help, even if you feel embarrassed. If the first adult doesn't help, tell another trusted adult.

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Watch the Video

Now watch Lesson 1's video together. It covers what's ahead in this course. https://www.youtube.com/playlist?list=PLOR3C0ZYoSvc

Safe Online | Family Edition

Lesson 1

What Is Online Safety?

Name: _____

Date: _____

Video Quick Check

1. **What's the most important protection online, according to the video?**
   A) A strong password
   B) A trusted adult you can talk to without fear of punishment
   C) Parental control software

2. **What does the video mean by a "safe choice"?**
   A) Something that gets a lot of likes
   B) Something you'd be comfortable sharing with a trusted adult
   C) Something only adults are allowed to do

3. **What's a "red flag," based on the video?**
   A) A warning sign to pause and talk to a trusted adult
   B) A type of game character
   C) A rule you can never break

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation. You can answer verbally or write your answer then talk about each question if you are comfortable.

Question 1

What devices do you currently use to access the internet, and approximately how much time do you spend online each day?

Question 2

Give one example of what a red flag would look like in a space you use online. Pick your favourite space (tic tok/snap chat, video game ext.) and share what a red flag may look like in that space.

Question 3

Who in your life could you talk to if something happened online — without worrying about getting in trouble?

Question 4

Do you know what information about you is already visible online? Have you ever searched for your own name?

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Question 5

What does online safety mean to you right now, before we start this course?

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Assignment — Build Your Safety Foundation

Our Trusted Adults List

KEEP THIS LIST HANDY AND UPDATE IT EVERY YEAR

1. Name:

How to reach them:

2. Name:

How to reach them:

3. Name:

How to reach them:

4. Name:

How to reach them:

5. Name:

How to reach them:

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Family Assignment — Safety Agreement

Our Commitment

If something happens online — no matter what happened, how long ago it happened, or what choices were made — you can tell a trusted adult I (Trusted Adult) will listen calmly, believe you, and work out the next step together. Asking for help will not make you lose support. You will not be punished or shamed for sharing.

Together, we agree:

- ◯ We will keep conversations open and ask questions without shame.
- ◯ We will tell a trusted adult when something feels wrong, confusing, secret, or pressured.
- ◯ We will focus first on safety, support, and the next step — not punishment.
- ◯ We will revisit our trusted-adults list and this agreement frequently.

Child: _____ Date: _____

Trusted Adult: _____ Date: _____

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🃏 Activity — Personal or Public?

Purpose: learn which details could help someone find you, contact you, or pretend to be you. Small details can give away more when put together.

These activities help you practise what you've learned. There are no right or wrong feelings - just keep thinking, talking, and asking questions.

Do not print double-sided for these card pages. Cut out the 16 cards below. Make two piles labelled PERSONAL and PUBLIC. Sort each card into the pile you think it belongs to. Then, together with a trusted adult, check each pile using the answer key in the Trusted Adult Guide and talk about your reasons. Choose two PUBLIC cards and discuss what extra detail could make each one identifying.

Reminder

PERSONAL information could help someone work out who you are, find you, contact you, or pretend to be you. PUBLIC information is something you usually would not mind others knowing. But extra details, like your school or location, can make it reveal who you are.

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Sort Cards — cut along the dashed lines

PERSONAL or PUBLIC?

My full name

PERSONAL or PUBLIC?

My favourite colour

PERSONAL or PUBLIC?

My home address

PERSONAL or PUBLIC?

A drawing I made

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Sort Cards — cut along the dashed lines

PERSONAL or PUBLIC?

My school's name

PERSONAL or PUBLIC?

My favourite movie

PERSONAL or PUBLIC?

My phone number

PERSONAL or PUBLIC?

A book I'm reading

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Sort Cards — cut along the dashed lines

PERSONAL or PUBLIC?

My password

PERSONAL or PUBLIC?

A joke I made up

PERSONAL or PUBLIC?

My birthday (full date)

PERSONAL or PUBLIC?

My favourite sport

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Sort Cards — cut along the dashed lines

PERSONAL or PUBLIC?

My location right now

PERSONAL or PUBLIC?

My pet's first name (no other info)

PERSONAL or PUBLIC?

A photo of my house

PERSONAL or PUBLIC?

A nature photo I took

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Quiz Lesson 1

What Is Online Safety?

Name: _____

Date: _____

1. **Which of the following is an example of private information that should not be shared online?**
   A) Your favourite movie
   B) Your school's name and the neighbourhood where you live
   C) Your opinion about a video game
   D) Your favourite sports team

2. **What is a "digital footprint"?**
   A) A type of online virus
   B) A parental control app
   C) The trail of data left behind by all online activity, including searches, posts, and messages
   D) A way to track your daily steps

3. **Which of the following helps children stay safer online?**
   A) Blocking all social media access
   B) Having a trusted adult a child can speak to without fear of punishment
   C) Using only school-approved devices
   D) Monitoring every message a child sends

4. **What is a red flag?**
   A) A warning sign that something may not be safe, signalling that it is time to pause and speak to a trusted adult
   B) A type of spam email
   C) A setting on social media that restricts comments
   D) A sign that your internet connection is slow

5. **If you encounter something online that makes you feel uncomfortable, what is the most important first step?**
   A) Delete the evidence immediately
   B) Ignore it and hope it goes away
   C) Tell a trusted adult as soon as possible, without fear of getting in trouble
   D) Post about it publicly to warn others

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LESSON 2
YOUR PRIVATE INFORMATION
STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



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Lesson 2 — Your Private Information

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Key Definitions

Review these terms together before watching the video.

Metadata	Hidden information stored with a digital file. A smartphone photo may include the date, device details, and location when location access is enabled. Some sharing methods preserve this information and others remove it, so check permissions and sharing settings.
Geolocation / Location Data	Information showing where someone is now or was when a photo or post was made. It can be saved inside photos, added to posts, or collected by apps even when you are not using them.
Digital Footprint	The trail you leave when you do things online, such as posting, searching, messaging, shopping, or sharing your location. Even after you delete something, copies may remain in screenshots or saved by websites and apps.
Sharenting	Parents sharing photos, videos, or information about their children online. These posts can leave a lasting record of a child's life, so families should discuss what is okay to share.
Data Broker	A company that collects personal data from social media, public records, and app usage — and sells it. Data brokers compile detailed profiles on individuals, including children.
Privacy Settings	Controls in an app or device that let you choose who can see your posts, who can contact you, and what information is collected. Starting settings vary by app and age; some teen accounts start with extra privacy protections. Check the settings together with a trusted adult.
Screenshot	A captured image of what is currently displayed on screen. Screenshots save and share content permanently regardless of whether the original was deleted or set to disappear.

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What People Who Harm Children Online Actually Do with Your Information

Someone who wants to harm a child may look at information anyone can see before sending a message. They may collect details from social media, gaming profiles, and family posts to learn about the child.

Public posts can show someone's full name, school, appearance, daily routine, friends, and hobbies. They may also show how the person feels, such as feeling lonely or distant from family.

By October 5, 2024, the US National Center for Missing & Exploited Children (NCMEC) had received more than 456,000 reports of online enticement that year. NCMEC also reported that online-enticement reports increased by more than 300% from 2021 to 2023. Public information can help an offender personalise an approach, so reducing unnecessary exposure is protective. Source: NCMEC, Online Enticement and CyberTipline data.

The Information You Don't Realise You're Sharing

Photo Metadata: A smartphone photo can contain hidden information such as the date, device details, and location when location access is enabled. Some sharing methods preserve this metadata and others remove it, so families should review camera permissions and remove location information before sharing sensitive photos. Source: Apple Personal Safety User Guide, Manage Location Metadata in Photos.

Visible Details: School uniforms, street signs, recognisable buildings, and consistent backgrounds across photos allow someone to identify a school, neighbourhood, and home address over time.

Usernames: Usernames with real names, birth years, or school names are a direct identification tool — especially when used across multiple platforms.

Sharenting: A 2018 report from the Children's Commissioner for England estimated that parents had shared an average of 1,300 photos and videos of their child on social media by

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age 13. This is an older estimate, not a current count for every child. Posts can reveal appearance, location, school, and activities. Source: Who knows what about me? https://www.childrenscommissioner.gov.uk/digital/who-knows-what-about-me/

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Your Digital Footprint Can Last

Screenshots can be taken before content is deleted. Disappearing messages can be screenshotted. Platforms retain deleted content in their systems. Search engines cache removed content. Anything sent digitally should be treated as potentially permanent and potentially public.

"If you would not be comfortable with a trusted adult seeing it, do not send it."

Privacy as Power: Taking Back Control

Privacy is not about hiding. It is about making deliberate choices. Families can review who can see an account, who can send messages, which apps have access to location, camera, and microphone, and what information is visible in photos and usernames. Privacy settings should be reviewed regularly because apps and needs change.

Immediate actions: Disable location data on the camera app. Set profiles to private. Together, search the child's name and username. Review what apps have access to location, camera, and microphone.

Ongoing habits: Before posting a photo, ask what it reveals. Use usernames that do not include real names. Treat any DM from an unknown person as a potential risk. Discuss sharenting as a family.

Privacy settings are not a one-time task. Review all accounts at least every three to six months.

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1. What can metadata in a photo sometimes reveal?

A) Only the colour of the phone

B) Details such as when the photo was taken and, if location services are enabled, where it was taken

C) Whether the person likes the photo

D) Nothing useful

2. Why should deleted or disappearing content still be treated carefully?

A) It can be screenshotted or copied before it disappears

B) It automatically becomes private after 24 hours

C) Only adults can save it

D) Deleting it removes every copy everywhere

3. What is one useful privacy habit from the video?

A) Review privacy settings regularly and remove permissions you do not need

B) Use the same username everywhere

C) Leave every account on default settings

D) Share your location so friends always know where you are

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

If someone wanted to find out where you go to school, what would they need to look at on your social media - or your family's accounts - to figure it out?

Question 2

Have you ever posted a photo without thinking about what it might reveal in the background?

Question 3

Do you know what privacy settings are currently active on your accounts and devices? When did you last review them?

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Question 4

Has a parent, relative, or friend ever posted something about you online without asking first? How did that feel?

Question 5

What information about you can other people see online that you did not mean to share?

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Name: _____ 41

Date: _____

Family Assignment — Conduct a Family Privacy Audit

Step 1 — Search Yourself

Using a private/incognito browser, work together to search the child's full name and username on their most-used platform. Record what you find:

Step 2 — Audit Two Accounts

Platform 1: _____ Change made:

Platform 2: _____ Change made:

Step 3 — Make One Change The change we made:

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🃏 Activity — Friend or Stranger?

Cut out the cards. For each one, decide together: is this a real-life friend, or is this still a stranger? Some cards are tricky — that's the point.

The rule

A real friend is someone you've met in person AND a trusted adult also knows. Anyone else — no matter how nice they seem online — is still a stranger.

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Friend-or-Stranger Cards — cut along the dashed lines

FRIEND or STRANGER?

Someone in my class at school I see every day.

FRIEND or STRANGER?

A player I just met in an online game who wants to chat off game.

FRIEND or STRANGER?

My cousin who lives in another city.

FRIEND or STRANGER?

A new follower with no profile photo and a username I don't recognize.

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Friend-or-Stranger Cards — cut along the dashed lines

FRIEND or STRANGER?

A teammate from the soccer team my parents know.

FRIEND or STRANGER?

Someone who says they're 12 but their messages sound much older.

FRIEND or STRANGER?

A friend from my old school I've known for years.

FRIEND or STRANGER?

Someone who sent me a friend request after one game together.

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Friend-or-Stranger Cards — cut along the dashed lines

FRIEND or STRANGER?

My best friend's older sibling who I've met in person.

FRIEND or STRANGER?

A stranger who keeps liking and commenting on every photo I post.

FRIEND or STRANGER?

My grandparent's neighbour who I see at family BBQs.

FRIEND or STRANGER?

Someone I only know from inside a video game.

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Safe Online | Family Edition

Lesson 2

Your Private Information

Name: _____

Date: _____

Lesson Quiz

1. What is metadata, and why does it matter for child safety?

A) A type of social media platform
B) Hidden information saved inside photos that can show exactly where they were taken
C) A privacy setting that prevents strangers from viewing a profile
D) A parental control tool

2. A child posts a photo wearing their school uniform in front of their house. Which identifying details does this potentially reveal?

A) Only their school's name
B) Only their home location
C) Their school, approximate home location, physical appearance, and potentially GPS coordinates via metadata
D) Nothing, as long as their face is not visible

3. Which statement about deleted online content is accurate?

A) Deleted content is permanently removed
B) Only content deleted within 24 hours can be recovered
C) Disappearing messages cannot be screenshotted
D) Content can be screenshotted before deletion, and platforms may retain deleted data in their systems

4. What is "sharenting" and what risk does it create?

A) A parental control app
B) Parents posting photos about their children online, creating a searchable record children cannot consent to
C) A platform feature sharing content automatically
D) A privacy setting allowing family members to view a child's account

5. What is the most effective approach to privacy settings?

A) Set them once and trust they remain in place
B) Only review if a problem occurs
C) Review and update them regularly — at least every three to six months — as platforms change defaults frequently
D) Rely on the platform's default settings

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LESSON 3: PEOPLE AREN'T ALWAYS WHO THEY SAY STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



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Safe Online | Family Edition

Lesson 3

People Aren't Always Who They Say

Name: _____

Date: _____

Lesson 3 — People Aren't Always Who They Say

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Key Definitions

Review these terms together before watching the video.

Catfishing	Creating a false online identity to deceive another person into a relationship or conversation. Used by people who harm children online to gain a child's trust before exploiting it.
Deepfake	A digitally manipulated photo or video where a person's face, voice, or body has been altered using AI. Can make a person appear to say or do things they never did.
AI-Generated Image	An image created by artificial intelligence. It can look like a photo, drawing, or other artwork. For example, a fake profile may use an AI-created picture of a person who does not exist.
Voice Cloning	Technology that replicates a specific person's voice using a short audio sample. Used to impersonate someone a child trusts — a friend, romantic interest, or family member.
Fake Persona	A made-up online identity used to trick someone. It may include a profile photo, life story, interests, and friends that are not real.
Reverse Image Search	A tool that looks for other places a picture appears online. A match is a clue, not proof of who someone is. No match does not prove a picture is AI-made, fake, or safe; an original real photo may also have no match.
Lateral Reading	Checking other reliable sources before trusting what you see online. You can open another browser tab to look for information that supports or challenges a claim or profile.

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Lesson Content

The Problem: Anyone Can Be Anyone Online

Someone can make a false online identity using a stolen or AI-created photo, a believable name, a made-up life story, and interests copied from a child's public profile. A profile that looks convincing does not prove who is behind it.

Fake profiles are often designed to reflect exactly what the child wants — a lonely child receives someone who seems genuinely interested; a child who loves gaming receives an approach from someone who plays the same games. The approach is targeted because the person who harms children online has already researched the target.

How AI Has Changed the Threat

AI-Generated Profile Photos: AI can create a face that looks like a real photo even though the person does not exist. A reverse image search may find no match for an AI picture or an original real photo. No match does not tell you whether the picture is real, fake, or safe.

Voice Cloning: AI tools can copy the sound of someone's voice from a recording. A familiar-sounding voice can be misleading. If a request seems unusual, pause and check through a contact method you already know, with help from a trusted adult.

AI Chatbots and Unsafe Messages: AI can help someone write messages or pretend to be another person. Friendly messages do not prove who is writing them or that the person is safe. Tell a trusted adult about pressure, secrecy, or requests for private information.

Generative AI is playing an increasing role in child sexual exploitation. NCMEC reported that more than 182,000 CyberTipline reports in 2025 involved attempts to create or possess AI-generated child sexual abuse material. The practical lesson is unchanged: images, voices, and messages can be fabricated, so online identity should be verified through a trusted adult. Source: NCMEC, Our Impact — CyberTipline, 2025 data.

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How to Spot a Fake: Practical Skills

Reverse Image Search: This search may show other places a picture appears online. Results are clues, not proof of identity. No result does not prove a picture is AI-made, fake, or safe. An original real photo may also return no result. Check other clues with a trusted adult.

Red Flags in Conversation: Excessive immediate interest. Requests for personal information early. Flattery that feels disproportionate. Pressure to move to a private platform. Requests for photos. Instructions to keep the conversation secret. Vague or inconsistent backstory. Inability to video call in real time.

Check Account Age: Fake accounts are typically created recently with limited history. Check when the account was created and whether activity looks authentic.

The Gaming and Forum Problem

People can hide who they are on gaming accounts. Liking the same games or hearing a friendly voice can make someone feel close before you know them well. Gifts can also be used to gain trust or create pressure. Platforms cited in exploitation reports include Roblox, Fortnite, Discord, and Minecraft.

Banning a platform is not the answer. Talking about them openly is.

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation. These questions can be answered verbally or written. Choose depending on comfort level.

Question 1

Has anyone online ever seemed unusually interested in you very quickly — asking personal questions early or offering excessive compliments?

Question 2

Have you ever tried to verify whether an online profile was real? How would you go about checking?

Question 3

If someone you played games with online asked to move the conversation to a private chat app, what would you do?

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Question 4

Do you think you could tell the difference between a real photograph and an AI-generated one? What would you look for?

Question 5

What specific things would make you suspicious that someone online was not who they claimed to be? List at least three red flags.

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Safe Online | Family Edition

Lesson 3

People Aren't Always Who They Say

Name: _____

Date: _____

Family Assignment — Test Your Detection Skills

Step 1 — Run a Reverse Image Search

Account or platform searched: _____

What, if anything, the search returned:

What this tells you about the account:

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Step 2 — Evaluate One Account Against the Red Flag Checklist

Account created recently with limited history? Yes / No

Profile photo returns suspicious results? Yes / No

Backstory is vague or inconsistent? Yes / No

Account has moved conversation to a private channel? Yes / No

Account has offered gifts or money? Yes / No

Our assessment conclusion

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Step 3 — Build Your Three Verification Questions

Question 1:

Question 2:

Question 3:

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LESSON 3 — My Safety Circle

Safety isn't one person — it's a circle. Fill in this circle with the people and places you can go to when you need help. Include adults, friends, and hotlines you trust.

In my home	At school	In my family (outside home)
Coach / club / faith leader	ME	A friend's parent I trust
A neighbour I trust	A hotline (Kids Help Phone, etc.)	Someone else:

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Quick Check

1. Why can a fake online profile seem unusually interested in the same things you like?

A) The platform automatically copies your interests

B) The person may have researched public information before contacting you

C) Everyone online has the same hobbies

D) It proves the profile belongs to someone your age

2. What does a reverse image search tell you?

A) It can show whether an image appears elsewhere online, but a result or no result is only one clue

B) It proves a person is safe

C) It tells you the person's exact age

D) It can only be used by police

3. Which pattern is a reason to pause and tell a trusted adult?

A) Someone takes time to reply

B) Someone pressures you to move quickly, share personal information, or move to a private app

C) A classmate sends a homework question

D) A cousin sends a familiar family photo

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🔎 Real or Fake? Spot the Trick

Lesson 3 Game • Pause • Check • Share

YOU DO NOT HAVE TO DECIDE ALONE

Online messages, pictures, videos, and voices can be hard to judge—even for experts. This game is about noticing clues and practising a calm next step. Uncertainty is okay.

How to Play

	Move	What to do
1	DRAW	Draw one scenario card and read it aloud with a partner, small group, or trusted adult.
2	NOTICE	Name any clue that feels ordinary, surprising, pressuring, secretive, or unusual.
3	CHOOSE	Place the card near SEEMS TRUSTWORTHY or PAUSE & CHECK. It is okay to be unsure.
4	ACT	Say one safe next step. Use the trusted-adult key after everyone has shared.
5	SHARE	End every Pause & Check card by saying: "I can tell a trusted adult. I am not in trouble."

COOPERATIVE SAFETY STARS

Shuffle the ten scenario cards and choose six for this game. Use one tracker row per card. Work together to earn 12 stars: one for noticing a clue and one for naming a safe action in each round. There is no speed round and no penalty for changing an answer after discussion. Save the other four cards for another game.

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🧭 Sorting Mats

Place each scenario below the choice that best fits after discussion

✅ SEEMS TRUSTWORTHY	⏸️ PAUSE & CHECK
No clear warning sign—but checking is always okay.	**Stop, do not share, and involve a trusted adult.**

REMEMBER

"Seems trustworthy" does not mean guaranteed true or safe forever. If a message changes, asks for private information, creates pressure, requests secrecy, or simply feels uncomfortable, pause and check with a trusted adult.

Safety Star Tracker

Round	Team/Pair	🔎 Clue Star	🛡️ Action Star
1	◯	◯	◯
2	◯	◯	◯
3	◯	◯	◯
4	◯	◯	◯
5	◯	◯	◯
6	◯	◯	◯

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✂️ CUT ON THE DASHED LINES • SHUFFLE SCENARIOS FACE-DOWN

SCENARIO 1

Secret Friendship

Someone you just met online asks you to keep your friendship a secret from your family.

WHAT WOULD YOU DO?

SCENARIO 2

Homework Check-In

A classmate sends a message asking if you finished the homework assignment.

WHAT WOULD YOU DO?

SCENARIO 3

Strange Video

A video shows someone you know saying something that seems very strange and out of character.

WHAT WOULD YOU DO?

SCENARIO 4

Answer Right Now

Someone online says you must respond right away or something bad will happen and asks for personal details.

WHAT WOULD YOU DO?

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SCENARIO 5

Funny Picture

A friend shares a funny picture and asks what you think about it.

WHAT WOULD YOU DO?

SCENARIO 6

Prize Password

A prize message asks for your password before you can enter.

WHAT WOULD YOU DO?

SCENARIO 7

Usual Class Space

Your teacher posts a class reminder in the usual school space.

WHAT WOULD YOU DO?

SCENARIO 8

Urgent Voice Message

A voice message sounds like someone you know, but urgently asks you to send money.

WHAT WOULD YOU DO?

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SCENARIO 9

Animal Video Link

A friend sends a link to a silly animal video with no pressure to open it.

WHAT WOULD YOU DO?

SCENARIO 10

Look-Alike Account

A new account uses your friend's photo but writes differently and asks personal questions.

WHAT WOULD YOU DO?

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.

Score: _____ / 5

1. What is catfishing?

A) A type of phishing email scam

B) Creating a false online identity using a stolen or AI-generated photo and fabricated backstory to deceive another person

C) A parental monitoring tool

D) A gaming technique

2. What does it mean if a profile photo returns no results on a reverse image search?

A) It means the photo was taken on a private account

B) It means the photo is real and unedited

C) The search found no match. An original real photo may also have no match; this does not prove the image is AI-generated, fake, or safe.

D) Reverse image searches only work for professional photographs

3. What is voice cloning and how can it be misused?

A) A method of recording phone calls

B) Technology that copies a person's voice from a short audio sample and can be used to impersonate someone

C) A platform feature that translates voice messages to text

D) A parental control setting

4. Which conversation pattern is a recognised red flag for a fake or manipulative online identity?

A) The person takes several days to respond

B) The person shares general information about their interests

C) The person moves unusually fast to establish closeness, requests personal information early, and pressures you to move to a more private platform

D) The person's profile has been active for several years

5. Why can gaming platforms and online communities require extra verification habits?

A) Because every person in a game is dangerous

B) Because anonymous accounts, shared interests, voice chat, private messaging, and gifts can create a sense of familiarity without proving identity

C) Because games do not have rules

D) Because children should never play online

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LESSON 4: WHERE ONLINE RISKS CAN APPEAR STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



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Safe Online | Family Edition

Lesson 4
Where Online Risks Can Appear

Name: _____

Date: _____

Lesson 4 — Where Online Risks Can Appear

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Key Definitions

Review these terms together before watching the video.

Direct Message (DM)	A message sent privately to one person or a small group rather than posted publicly. Who can review it depends on the platform, its settings, and reporting tools. Some harmful contact moves from public spaces into private messages.
Encrypted Messaging	A way of protecting messages so only the people in the conversation can read their content. WhatsApp personal messages and calls and Signal conversations use it by default. Telegram uses it in Secret Chats; ordinary cloud chats do not by default. Other account data, metadata, reports, backups, or participant-supplied messages may still be available.
Livestream	A video shared live as it happens. Depending on the platform and settings, viewers may be able to chat or send gifts. Harmful contact can happen through these features, so check who can watch and interact.
Off-Platform Migration	When someone online pressures a child to move a conversation to another app or a more private chat. This is called off-platform migration. Pause and ask a trusted adult for help before moving the conversation.
Algorithmic Recommendation	A system that suggests posts, videos, or accounts based on things such as what you watch or like. It may show you people you do not know. A suggestion does not mean that a person is safe or their identity has been checked.
In-Game Currency / Gifting	Virtual money, items, or credits used in games, and gifts that players can send where the platform allows it. A gift alone does not prove harmful intent. Gifts become concerning when linked to pressure, secrecy, or requests that make someone uncomfortable.
Public-to-Private Pivot	A move from a public space (game lobby, forum, or livestream chat) into a more private space where moderation and family visibility may be lower.

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Lesson Content

Where Online Contact Can Happen

In 2025, NCMEC received 1.4 million reports concerning online enticement, including more than 80,000 reports concerning sextortion. NCMEC is U.S.-based but refers CyberTipline reports in the United States and around the world. These are reports, not unique children or a prevalence estimate. Source: NCMEC CyberTipline Data, 2025.

Social Media: Instagram, Snapchat, TikTok, and X. Together, check who can message or contact you, what location or disappearing-content features are available, and how recommendation feeds work. Availability depends on age, account settings, and the platform.

Gaming and game-related spaces: Roblox, Fortnite, Minecraft, and Discord. Review which chat, voice, server, file-sharing, or gift features are available for the child's age and account settings. Fortnite allows gifts of eligible items; V-Bucks are not sent directly through its in-game gifting feature. Source: Epic Games Support, How does Gifting work in Fortnite?

Livestreaming: YouTube (Live Chat and moderation), Twitch (gifting and messaging), TikTok Live (chat and gifting). Features and settings can change; check with a trusted adult.

The Features That Create Risk

Direct Messages from Strangers: Private messages can be used to start harmful contact. Together, review who can message you and choose settings that limit unwanted contact.

Livestreaming: Live video may include chat or gifts, depending on the platform and account settings. Gifts become concerning when someone uses them to create pressure, demand secrecy, or make uncomfortable requests.

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Disappearing Content: A message or image that disappears may still be saved, copied, or screenshotted. Pause before sharing; disappearance does not guarantee privacy.

In-Game Gifting: A gift can create a feeling of obligation, especially if it is followed by pressure or a request. Talk together without judgement. You never owe someone personal information, photos, or secrecy because they gave you a gift.

"Discover" / "For You" Feeds: The algorithm makes the introduction. Being "recommended" by a platform does not mean that account has been verified.

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The Off-Platform Migration Tactic

Contact may begin in a game lobby, a public comment section, or a direct message. Someone may then pressure a child to move to another app or a more private chat. Pause and ask a trusted adult for help before moving the conversation.

Moving away from the original platform may reduce visibility, moderation, and access to the original reporting context. It does not mean that every private or encrypted conversation is unsafe, but it is a reason to pause and tell a trusted adult before moving the conversation.

RULE: "If they ask to move the chat somewhere private, tell a trusted adult before doing anything else."

What Different Age Groups Face

Ages 9–12 (Gaming Risk): Thorn's 2024 U.S. survey found that 33% of boys aged 9–12 reported at least one measured online sexual interaction. This is not a global prevalence estimate or a count of unique victims. Younger children may be less likely to disclose. Focus on gaming chat and in-game gifts. Source: Thorn, Youth Perspectives on Online Safety, 2024 (published 2025).

Ages 12–15 (Feature Focus): Harmful contact can occur through DMs and other online features. Focus on DM safety, off-platform migration, and the difference between online attention and real friendship. The lesson does not use a single percentage to describe every child in this age group.

Teenagers (Sextortion Risk): Teenage boys are frequently targeted in reported cases of financial sextortion. NCMEC received more than 50,000 reports of financially motivated sextortion in 2025, up from more than 36,000 in 2024. Source: NCMEC, 2025 Financial

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Sextortion Data. The commitment from Lesson 1 — "you can tell me, you will not be in trouble" — matters most here.

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

Together, name some apps or games that allow messages from people you do not know in person. You can use made-up examples or skip anything you are not ready to discuss.

Question 2

Of those platforms, which ones have a "discover," "for you," or recommendation feature that shows you accounts of strangers?

Question 3

Imagine someone in a game asks you to move to a different app to keep chatting. What could you say or do before deciding?

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Question 4

Which of your platforms allow disappearing messages or stories? Does that change how you communicate?

Question 5

What would help a child feel comfortable asking a trusted adult about an app or account? You can answer using an imagined situation.

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Safe Online | Family Edition

Lesson 4

Where Online Risks Can Appear

Name: _____

Date: _____

Assignment — Map Your Digital Landscape

Step 1 — List Every Account

1	PLATFORM		DEVICE	
2	PLATFORM		DEVICE	
3	PLATFORM		DEVICE	
4	PLATFORM		DEVICE	
5	PLATFORM		DEVICE	
6	PLATFORM		DEVICE	
7	PLATFORM		DEVICE	
8	PLATFORM		DEVICE	

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Step 2 — Feature Audit

For each platform you listed in Step 1, circle Y (yes), N (no), or ? (don't know) in every column. If a column is a ?, that is your family's next thing to look up together.

Platform	Can Strangers DM	Livestreaming	In-game gifting	Disappearing messages	Recommends strangers	Set to private
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?

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Platform	Can Strangers DM	Livestreaming	In-game gifting	Disappearing messages	Recommends strangers	Set to private
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?
	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?	Y / N / ?

Step 3 — Make One Specific Change

The change we made:

Lesson 4 — Spot the Red Flag (Scenario Cards)

Each card describes something a person might say or do online. Read it aloud. If it sounds like a red flag — something that should make you stop and tell a trusted adult — set it in the RED FLAG pile. If it sounds normal, set it in the OK pile. Then check the Answer Key together.

Important

Most of these are red flags. Some might feel small on their own — but combinations of small things matter. Trust your gut. If something feels off, tell a trusted adult.

Red-Flag Cards

Red Flag, or OK? Cards — cut along the dashed lines

Red Flag, or OK? Cards — cut along the dashed lines

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Red Flag, or OK? Cards — cut along the dashed lines

RED FLAG, or OK?

Someone asks you to move to a private app to keep talking.

RED FLAG, or OK?

A friend you just made online tells you they love you after three days.

RED FLAG, or OK?

Someone asks you not to tell your parents about your conversations.

RED FLAG, or OK?

A new contact offers you free V-Bucks, Robux, or game skins.

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RED FLAG, or OK?

An adult online says you're more mature than other kids your age.

RED FLAG, or OK?

Someone asks for a picture of you in your pyjamas or swimsuit.

RED FLAG, or OK?

A new friend says they will hurt themselves if you stop talking to them.

RED FLAG, or OK?

Someone you only know online sends a personal photo and pressures you to send a more private or revealing photo back.

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Red Flag, or OK? Cards — cut along the dashed lines

RED FLAG, or OK?

A new contact wants to know what time your parents are out of the house.

RED FLAG, or OK?

Someone gets angry when you say no to something.

RED FLAG, or OK?

A stranger says they understand you better than your family does.

RED FLAG, or OK?

Someone asks for your school's name, schedule, or what you wear to school.

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Red Flag, or OK? Cards — cut along the dashed lines

RED FLAG, or OK?

Someone says you'll get in trouble if you tell an adult about them.

RED FLAG, or OK?

Someone keeps messaging you late at night when the adults are asleep.

RED FLAG, or OK?

A new online friend asks which bus stop or park you go to.

RED FLAG, or OK?

A friend from class asks if you want to play the same game tonight.

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Red Flag, or OK? Cards — cut along the dashed lines

RED FLAG, or OK?

Your cousin sends you a funny video you have both seen before.

RED FLAG, or OK?

A teammate asks your parent for a ride to practice on Saturday.

RED FLAG, or OK?

A classmate invites you to a group chat your trusted adult knows about.

RED FLAG, or OK?

Someone you only know online keeps asking what clothes you wear, where you will be, or asks you to send a photo of your outfit.

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Quick Check

1. What matters more than the name of a single app?

A) The colour of the app icon

B) The combination of features such as DMs, livestreaming, gifting, disappearing content, and stranger recommendations

C) How popular the app is

D) Whether a friend uses it

2. What should you do if an online-only contact asks to move the conversation to a more private app?

A) Move immediately so nobody interrupts

B) Tell a trusted adult before doing anything else

C) Delete your account

D) Send them your phone number instead

3. Why can in-game gifts be a red flag?

A) They can create a feeling of obligation before a later request

B) They always cost too much

C) They prove the sender is a real friend

D) They make the game easier

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.

Score: ____ / 5

1. What is a useful first step when someone you do not know sends a worrying message?

A) Pause and ask a trusted adult for help
B) Send your phone number to find out who they are
C) Move to a private app before asking for help
D) Keep replying even if you feel uncomfortable

2. Why can off-platform migration be an important warning sign?

A) Because the new app is always more expensive
B) Because moving away from the original platform may reduce visibility, moderation, and access to the original reporting context
C) Because all encrypted apps are illegal for children
D) Because changing apps slows the conversation down

3. Which group is frequently targeted in reported cases of financial sextortion?

A) Girls under age 10
B) Children of any gender under age 13
C) Teenage boys, who are frequently targeted in reported cases of financial sextortion
D) Adult women on dating apps

4. Someone you only know through an online game offers you a gift. What is the safest response?

A) Assume the gift proves the person is safe
B) Keep the gift secret from trusted adults
C) Pause and talk with a trusted adult. A gift alone does not prove harmful intent, but pressure, secrecy, or uncomfortable requests are warning signs
D) Agree to a private request because you owe them

5. Why does banning a single app fail to address the broader risk?

A) Because people who harm children online only use one specific app
B) Because the underlying features — DMs, livestreaming, gifting, algorithmic recommendation — exist on nearly all platforms, and the risk is in the features, not any single app
C) Because banning apps is illegal
D) Because people who harm children online only target children who don't use mainstream platforms

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LESSON 5: GROOMING-HOW TRUST CAN BE MISUSED STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



TAYLORTEACHES.CA

Safe Online | Family Edition

Lesson 5
Grooming — How Trust Can Be Misused

Name: _____

Date: _____

Lesson 5 — Grooming — How Trust Can Be Misused

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Key Definitions

Review these terms together before watching the video.

Grooming	When someone builds trust with a child so they can manipulate, exploit, or abuse them. It may begin with kindness, attention, or gifts and can happen online or in person. The child is never to blame.
Trust Development	When someone uses kindness, attention, or support to become a person the child relies on. In grooming, this trust is used to make unsafe requests harder to question.
Isolation Tactic	Trying to separate a child from people who support them. This might mean saying "your parents would not understand" or finding ways to be alone with the child.
Desensitisation	Gradually making unsafe behaviour seem normal. Someone may start with a small boundary crossing, then ask for more. You can ask for help at any point.
Testing the Bond	When someone tests whether a child will accept an unsafe request or keep an unsafe secret. This can help the person decide whether to push further.
Risk Assessment	When someone tries to work out whether a child will tell a trusted adult or whether another person might notice what is happening.

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Lesson Content

Why Grooming Works: It Looks Like Kindness

Grooming can begin with kindness and attention, which can make harmful behaviour hard to recognise. In a 2024 study of 1,045 adults who reported childhood sexual abuse, 70% said the person had appeared nice, charming, or likeable; 56% reported a lot of attention and 54% reported affection. These findings describe that study group, not every grooming situation or only online cases. Source: The prevalence of sexual grooming behaviors among survivors of childhood sexual abuse (2024), https://pubmed.ncbi.nlm.nih.gov/39059229/.

People who groom children may look for moments when a child is feeling lonely, left out, bored, or disconnected - and deliberately try to fill that need. They may become a confidant and consistently take the child's side. This is exactly why stereotypes about "obviously creepy strangers" fail to protect children.

Reports of online enticement increased by more than 300% from 2021 to 2023, according to NCMEC. The pattern may begin with attention, friendliness, gifts, or apparent understanding, which is why families should focus on combinations of behaviour rather than one isolated sign. Source: NCMEC CyberTipline Data.

The Six Stages of Grooming

These six stages are a teaching framework for noticing patterns, not a fixed checklist. They may overlap, happen in a different order, or not all appear. You can ask for help as soon as something feels wrong. Stage 1 — Target Selection: Someone may look for a child who feels lonely, left out, or in need of support. These feelings are normal and never make a child responsible for harm.

Stage 2 — Gaining Access and Trust: Someone may act friendly, pretend to be the child's age, or learn about their interests and routine to gain trust.

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Stage 3 — Filling a Need: Someone may offer gifts, compliments, attention, or support to make the child feel that this relationship is especially important.

Stage 4 — Introducing Secrecy: Someone may ask the child to hide a conversation, gift, or unsafe request from trusted adults. Unsafe secrecy is a reason to pause and ask for help.

Stage 5 — Testing the Bond / Isolation: Someone may test a boundary or ask for an unsafe secret to see how the child responds. They may try to separate the child from other people who care about them.

Stage 6 — Desensitisation and Escalation: Requests may become more unsafe a little at a time, so the change can be hard to notice. You can say no, stop the conversation, and ask for help at any point.

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The Secrecy Trap

Secrecy is a common and important warning sign in grooming. It may sound like: "This is our special secret." "Your parents wouldn't understand." "If you tell, this will end."

Unsafe secrecy can keep trusted adults from noticing warning signs. It may make a child feel special or worry that telling would betray the relationship. Asking for help is never a betrayal.

Unsafe secrets should be shared with a trusted adult. A harmless surprise, such as a birthday gift that will soon be revealed, is different from hiding something that feels unsafe, uncomfortable, or confusing. You can ask for help even if someone told you not to tell.

Understanding Trauma Responses to Grooming

Someone who has been groomed may feel confused, doubt themselves, or miss the relationship even after recognising the harm. Feelings vary, and no one has to feel or react in a particular way.

These feelings do not mean the person was foolish or at fault. The person who misused their trust is responsible. Remind each other of this without blame.

If these feelings come up for you or someone you care about, pause and ask a trusted adult or a qualified support professional for help.

Breaking the Pattern Early

1. Name the pattern together: “Kindness alone is not a warning sign. Kindness combined with pressure, unsafe secrecy, or boundary crossing is a reason to pause and tell a trusted adult.”

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2. Make it safe to ask for help about anyone, including someone you already know. Grooming can involve a familiar person or someone met online. Source: NSPCC Learning, Grooming: recognising the signs.
3. Look for patterns such as gifts, unsafe secrets, pressure, and attempts to separate a child from people who support them. A gift alone does not prove grooming; a worrying pattern is a reason to ask for help.
4. When someone asks for help, listen calmly. The supportive response from Lesson 1 applies here too.
5. Talk together about who spends time alone with the child, online or in person. Trusted adults can review boundaries and ask questions if that contact changes.

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Stop, Block, Tell

When something online feels wrong, you do not have to figure it out alone. Stop, Block, Tell is a reminder, not a test. Ask a trusted adult for help at any point; you do not need to finish the other steps before telling.

1. STOP

Stop replying. You do not owe anyone an answer. You do not need to argue, explain, or apologise. Take a breath and step away from the screen if you can.

↓

2. BLOCK

Ask a trusted adult to help block or report the person. If safe, keep non-explicit messages, usernames, dates, and links with their help. Do not screenshot, copy, download, or forward nude or sexual images of anyone under 18. Ask a trusted adult or reporting service how to preserve evidence safely. You can ask for help before doing any of this.

↓

3. TELL

Tell a trusted adult right away. You will not be in trouble for telling. The sooner an adult knows, the sooner they can help. If your first adult isn't available, tell another. If something serious is happening, an adult can call Kids Help Phone, Cybertip.ca, the NCMEC CyberTipline, or 911.

Read this pledge out loud with a trusted adult. If you agree, sign it together. Hang it somewhere you'll see it.

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My Online Safety Pledge

✓ I will keep my personal information private.

✓ **I will check with a trusted adult about people I meet online. Knowing someone in person does not make unsafe behaviour okay.**

✓ I will not send photos that show my face, body, school, or location to anyone I haven't met.

✓ I will tell a trusted adult if anything online makes me feel weird, scared, or confused.

✓ **I will tell a trusted adult about secrets that feel unsafe, uncomfortable, or confusing.**

✓ I know I will not be in trouble for telling.

✓ I will use Stop, Block, Tell when something feels wrong.

✓ I will help a friend tell a trusted adult if they're in trouble too.

STUDENT: _____ Date: _____

Trusted adult: _____

Trusted adult: _____

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

Imagine someone asks a child to keep a secret that feels unsafe or uncomfortable. What could the child do? You can use a made-up example or pass.

Question 2

Imagine someone gives a child lots of attention very quickly. What might feel nice, and what could become a warning sign? You can use a made-up example or pass.

Question 3

Why do you think it might be hard to recognise grooming, even while it is happening?

Question 4

If a trusted adult or family friend started acting differently — offering secret gifts, asking you not to mention something — what would you do?

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Question 5

Why do you think people who harm children online try to make a child feel like they are the "only one who understands" them?

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Safe Online | Family Edition

Lesson 5

Grooming — How Trust Can Be Misused

Name: _____

Date: _____

Family Assignment — Name the Pattern Together

Part 1 — Describe Each Stage in Your Own Words

Stage 1 (Target Selection):

Stage 2 (Gaining Access and Trust):

Stage 3 (Filling a Need):

Stage 4 (Introducing Secrecy):

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Stage 5 (Testing the Bond):

Stage 6 (Desensitisation):

Part 2 — Write Your Family's Commitment

Our Family Commitment

"Together, we do not keep unsafe secrets. If someone asks us to hide something that feels unsafe, uncomfortable, or confusing, we can tell a trusted adult, even if we know and trust the person. We will listen calmly, believe each other, and help without blame or punishment."

Rewrite our family rule:

Signed: _____ Date: _____

Signed: _____

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Signed: _____

Signed: _____

Signed: _____

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Quick Check

1. Why can grooming be difficult to recognise at first?

A) It always starts with obvious threats

B) It often begins with kindness, attention, gifts, and behaviour that can look like a healthy relationship

C) It only happens in private chat rooms

D) It always happens very quickly

2. What makes secrecy such an important warning sign?

A) It can separate a child from the trusted adults who might notice and help

B) It makes messages easier to organise

C) It proves the person is a close friend

D) It only matters if money is involved

3. What should you do if an adult, older peer, or online contact asks you to keep an unsafe secret?

A) Decide whether they seem trustworthy first

B) Keep it unless they ask twice

C) Tell a trusted adult

D) Delete the conversation and tell nobody

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.
Score: _____ / 5

1. Why can grooming be difficult to recognise at first?

A) Because people who harm children online always behave in obviously suspicious ways
B) Because it may begin with kindness, attention, or gifts and seem like a caring relationship
C) Because grooming only happens between strangers who have never met
D) Because grooming always happens very quickly

2. What is the primary purpose of introducing secrecy during the grooming process?

A) To make the relationship feel more exciting
B) To keep trusted adults from noticing warning signs and helping the child
C) To comply with platform privacy policies
D) To protect the child's personal information

3. What does "testing the bond" refer to?

A) A background check the person who harms children online runs on the child
B) When someone makes an unsafe request or introduces an unsafe secret to see whether the child accepts it or tells a trusted adult
C) A trust exercise used by school counsellors
D) A technical term for verifying an online account

4. Which statement about grooming is accurate?

A) Grooming only happens with strangers met online
B) A single gift from any adult is always a sign of grooming
C) Grooming can involve someone a child already knows and trusts, as well as someone they meet online
D) Grooming always involves obvious, easily identifiable behaviour

5. What should a child do if someone asks them to keep an unsafe secret?

A) Evaluate whether the adult seems trustworthy before deciding
B) Keep the secret if the adult seems kind
C) Tell a trusted adult, even if the person asking seems kind or trustworthy
D) Wait to see if the request happens again before taking action

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LESSON 6: WHEN A FRIENDSHIP BECOMES UNSAFE
STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



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Lesson 6 When a "Friend" Turns

Name: _____

Date: _____

Lesson 6 — When a "Friend" Turns

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Key Definitions

Review these terms together before watching the video.

Image-Based Sexual Abuse (IBSA)	When someone takes, creates, shares, or threatens to share an intimate image without the permission of the person shown, or pressures someone to make one. This includes fake sexual images made with AI.
Coercion	Pushing, tricking, or threatening someone to make them do something they do not want to do. Pressure can use feelings or relationships; it does not have to involve physical force.
Self-Generated Image	A photo or video someone makes of themselves. They may have made it freely or because someone pressured or tricked them. Making an image never gives others permission to pressure, threaten, or share it.
Non-Consensual Sharing	Sharing an image without permission from the person shown. Sending an image to one person does not give them permission to share it with anyone else.
Peer-Generated Deepfake	A fake sexual image made by another young person using AI. An ordinary photo may be used to make it. The image is fake, but the harm can be serious.
Escalating Requests	When someone starts with one request and then pushes for something more private or unsafe.

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	Agreeing to one request never means you have agreed to another.

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Lesson Content

When Trust Becomes a Weapon

Lesson 5 explained how someone may misuse trust. In this lesson, you will learn how pressure can happen inside a friendship or relationship. Someone may start with a small request, then push for something more private. These are escalating requests. You can say no and ask for help at any point, even if you agreed to something earlier.

Some children and teenagers are pressured to send intimate images or sexual messages. Pressure may come from someone they know or trust, including a peer or online contact. If this happens, the child is not responsible for the pressure and deserves support.

How Pressure Actually Sounds

Flattery escalating into expectation: "You're so beautiful, I just want to see more of you."

Relationship leverage: "If you really liked me, you would." / "I thought you trusted me."

Normalisation: "Everyone does this." / "It's not a big deal; it's just a photo."

Reciprocity framing: "I sent you mine, now you send me yours."

Urgency and persistence: repeated requests over time that wear down resistance.

Pressure may involve an obvious threat, or it may be hidden in friendship, affection, or repeated requests. Either way, the person applying pressure is responsible.

IMPORTANT: No child should be blamed for being pressured, regardless of gender. The person applying pressure is responsible.

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It's Not Always an Adult — Sometimes It's a Peer

Freely available AI tools now allow a classmate or acquaintance to generate a realistic fake explicit image of another student — using nothing more than an ordinary school photo.

A fake sexual image is not harmless because it is made with AI. In 2025, the Internet Watch Foundation recorded 491 reports containing realistic AI-generated child sexual abuse imagery, up 154% from 193 reports in 2024. These are reports assessed by IWF, not a count of children or all incidents. Source: IWF, 2025 Data & Insights Report, AI-generated child sexual abuse material.

Fake sexual images can cause serious distress, embarrassment, and loss of control. Effects vary from person to person. If an image of you or a friend is circulating, tell a trusted adult. You deserve support even though the image is fake. Source: eSafety Commissioner, Deepfake damage in schools.

What To Do Before and After

Before: Pause if someone asks for an intimate image or pressures you to share something private. You never owe anyone a photo, even someone you know or like. Ask a trusted adult for help before deciding.

After — if an image has already been shared: Read these steps together. The first two are words and actions for trusted adults; you do not have to manage the situation alone.

1. Trusted adults: Stay calm, listen, and thank the child for telling you. Avoid blame or punishment for asking for help.
2. Trusted adults can say: "This is not your fault. I am not angry with you. I am here to help."
3. Save threatening messages, usernames, account details, dates, and relevant links when safe to do so. Do not download, screenshot, copy, forward, or share intimate

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images of anyone under 18. Ask a trusted adult or appropriate reporting service for help preserving evidence safely.

4. Do not confront the other person directly.
5. Report to the platform and to NCMEC's CyberTipline (report.cybertip.org) or Cybertip.ca in Canada. Take It Down (TakeItDown.NCMEC.org) is a separate service that may help limit the spread of eligible intimate images taken when the person was under 18. Use only images already on the person's device; do not download or share an image to use the service. It cannot guarantee removal everywhere.
6. If someone threatens you or asks for money or more images, ask a trusted adult for help now. Lesson 7 explains further steps; you do not need to finish the course before getting help.

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

If someone you trusted online asked for a photo and said "everyone does this" or "if you really liked me, you would" — how would that make you feel, and what would you do?

Question 2

Have you ever heard of someone using AI to create fake images of another student? What did you think when you heard about it?

Question 3

Why do you think it might feel hard to tell a trusted adult if you had already sent something you regretted?

Question 4

What would you want a trusted adult to say to you if this happened to you?

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Question 5

Why is it never the fault of the person being pressured or coerced — regardless of how the pressure happened?

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Safe Online | Family Edition

Lesson 6

When a “Friend” Turns

Name: _____

Date: _____

Family Assignment — Build Your Response Plan

Step 1 — Who Gets Told

Trusted adult to tell: _____

Backup, if that person is unavailable:

_____

Step 2 — What We Will NOT Do

We will not delete anything before talking to a trusted adult. (Child)

We will not panic or yell. (Trusted Adult)

We will not blame the person it happened to. (Trusted Adult)

We will not confront the other person directly. We will ask an appropriate reporting service or professional for guidance. (Both Child and Trusted Adult)

Step 3 - The Exact Words (Practise saying these out loud)

Say this aloud (Trusted Adult)

"Thank you for telling me. This is not your fault. I am not angry with you. We are going to figure out the next step together, and I am here to help."

Signed: _____ Date: _____

Signed: _____

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Quick Check

1. Which statement is a form of image pressure?

A) "Take your time — you never have to send me anything."

B) "If you really liked me, you would send it."

C) "Let's ask a trusted adult what they think."

D) "You can always say no."

2. If an AI-generated explicit image of a real student is being shared, how should it be treated?

A) As a harmless joke because the image is fake

B) Seriously, because the psychological and social harm can still be real

C) Only as a technology problem

D) Ignore it unless the student complains

3. What is the first thing a trusted adult should communicate after a child discloses an image problem?

A) "Why did you send it?"

B) "Delete everything before anyone sees it."

C) "This is not your fault. I am not angry with you. I am here to help."

D) "I am going to confront the other person right now."

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.
Score: _____ / 5

1. Why can image pressure be difficult to recognise inside a friendship or relationship?

A) Because coercion always happens very quickly
B) Because pressure can be hidden in affection, repeated requests, or a relationship that feels genuine
C) Because coercion only happens between strangers
D) Because most platforms do not allow image sharing

2. What is a "peer-generated deepfake" and why is it considered a serious harm?

A) A harmless joke that does not depict a real person
B) A fake sexual image made by another young person using AI, which can cause serious harm even though the image is not authentic
C) A type of parental monitoring software
D) An image that can only be created by professional photographers

3. A child is pressured by someone they consider a close online friend into sending an image, using "if you really liked me, you would." Who is responsible?

A) The child, for trusting the wrong person
B) Both parties equally
C) The person applying the pressure, entirely — coercion is never the fault of the person being pressured
D) No one, because the image was self-generated

4. If a child tells a trusted adult that an intimate image of them has been shared, what should the adult do first?

A) Delete all evidence to protect the child's privacy
B) Confront the other person directly
C) Stay calm and reassure the child. Get help preserving messages, usernames, dates, and links safely; do not copy or share intimate images of anyone under 18
D) Wait to see if the situation resolves on its own

5. What does “escalating requests” mean in the context of image pressure?

A) A legal document required before reporting a crime
B) A pattern where someone uses an earlier response to push for a more private or unsafe request; agreeing to one thing never means agreeing to another
C) Evidence that a child was not under any pressure or coercion when an image was created
D) A platform feature that verifies a user's age

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LESSON 7: SEXTORTION WHAT IT IS AND WHAT TO DO

STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



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Lesson 7
Sextortion — What It Is and What To Do

Name: _____

Date: _____

Lesson 7 — Sextortion — What It Is and What To Do

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Key Definitions

Review these terms together before watching the video.

Sextortion	When someone threatens to share an intimate or sexual image unless you do what they demand. The image may be real or fake. The person making the threat is responsible; you are not to blame.
Financial Sextortion	When someone threatens to share an intimate image unless they are paid. They may ask for gift cards, money transfers, or digital money such as cryptocurrency.
Relational / Sexual Sextortion	When someone threatens to share an intimate image to make you send more images, do something sexual, or stay in a relationship. You can ask for help even if you know or care about them.
CyberTipline	A way to report suspected sexual exploitation of children, including sextortion, to NCMEC at report.cybertip.org. NCMEC reviews reports and makes them available to the appropriate police agency. In Canada, you can also report to Cybertip.ca.
Mandatory Reporting (REPORT Act)	Adult context: A U.S. law passed in 2024 that added online enticement and child sex trafficking to what covered online service providers must report to NCMEC. You do not need to learn this law to ask for help.
De-escalation	Taking calm steps in a frightening situation: stop contact, do not pay or send more images, tell a trusted adult, and get help reporting.

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Lesson Content

If You Need This Lesson Urgently

If something is happening right now: call 911 if there is immediate danger. Otherwise, go directly to The Emergency Action Plan. Help is available, and this is survivable.

What Sextortion Actually Is

Sextortion is when someone threatens to share an intimate image unless you do what they demand. The image may have been shared in trust, made under pressure, or faked. The threat is used to control you. The person making the threat is responsible, and you deserve help.

Adult context: A June 2024 Thorn/NCMEC study found an average of 812 sextortion reports per week from August 2022 to August 2023. NCMEC later reported more than 50,000 financial-sextortion reports in 2025. These are reports, not a count of individual children. Sources: Thorn/NCMEC, Trends in Financial Sextortion (2024); NCMEC, New Sextortion Data (25 June 2026).

How It Typically Unfolds

In many financial sextortion cases, someone uses a fake or stolen identity and pretends to be a young person or romantic interest. Threats can also come from someone you know. Whoever makes the threat is responsible.

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A threat may come quickly: send money or more images, or the person says they will share an image with people you know. They may only claim to have an image. This can feel frightening, but you can stop replying and ask for help.

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The Critical Truth: Paying Does Not Guarantee It Will Stop

Do not pay or send more images. Paying cannot guarantee that an image will stay private or that the threats will stop. The person may keep asking for more. If you already paid or sent something, you still deserve help and are not to blame.

Paying or sending more images does not guarantee that the threats will stop and may lead to further demands. Stop contact, tell a trusted adult, and report the threats to get support.

If threats leave you feeling overwhelmed, hopeless, or unable to stay safe, tell a trusted adult now. You deserve support. Use the crisis resources in this course; call 911 if there is immediate danger.

People can recover from sextortion with support. Help is available even if time has passed or you have already responded to a demand. You do not have to face this alone.

Delayed Disclosure Is Normal

Some children wait before telling a trusted adult. Fear, shame, or worry about being punished can make it hard to speak. Waiting does not mean the child wanted this or did not trust their family. They deserve support whenever they tell.

The person making the threat may use shame or fear to keep someone silent. A child may worry that telling will make things worse. These feelings are not the child's fault.

Whenever a child tells, listen calmly, believe them, reassure them, and help them take the next safe step.

Sextortion Is Survivable

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Getting support and reporting can help address the threats. There is no deadline for deserving help, and recovery does not depend on having responded perfectly.

If you are still upset after the threats have been reported or stopped, tell a trusted adult. A doctor, school counsellor, or other qualified support person can help.

Feeling ashamed does not mean you did anything to deserve this. The person making the threat is responsible. A calm, caring adult can help you get support.

The Emergency Action Plan

1. Stop contact. Do not respond, explain, negotiate, or apologise. With a trusted adult, report and block the account without deleting your profile or messages.
2. Do not pay or send more images. Payment cannot guarantee that threats will stop and may lead to more demands.
3. Save threatening messages, usernames, account details, dates, and relevant links when safe to do so.
4. Do not download, screenshot, copy, forward, or share intimate images of anyone under 18. Ask a trusted adult or appropriate reporting service for help preserving evidence safely.
5. Tell a trusted adult as soon as you can. You can ask for help at any point, even if time has passed.
6. Report to NCMEC's CyberTipline (report.cybertip.org) or Cybertip.ca in Canada. Take It Down (TakeItDown.NCMEC.org) may help limit the spread of eligible intimate images taken when the person was under 18. Use only images already on the person's device; do not download or share an image to use the service. Take It Down uses digital fingerprints called hashes with participating platforms. It is separate from incident reporting and cannot guarantee removal from every website or device.
7. Call 911 for immediate danger. If you are thinking about harming yourself, tell a trusted adult now and use the crisis support resources in this course.

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

Imagine someone threatens to share a private image. What could help someone pause, stop replying, and ask a trusted adult for help?

Question 2

Why is paying or sending more images not a reliable way to stop threats?

Question 3

What would it take for you to feel like you could tell a trusted adult about something like this immediately, instead of trying to handle it alone?

Question 4

How can we make it easier for any young person who is being threatened to ask for help without shame?

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Question 5

What is one thing you learned in this lesson that you did not know before?

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Safe Online | Family Edition

Lesson 7

Sextortion — What It Is and What To Do

Name: _____

Date: _____

Family Assignment — Memorise the Emergency Steps

Step 1 — Write the Five-Point Reminder Card

1. STOP contact
2. DON'T PAY or send more images
3. SAVE non-explicit threatening messages and account details safely
4. DO NOT copy or share intimate images; ask for help preserving evidence
5. TELL a trusted adult immediately

Write this on an index card or save it in your phone. Keep it accessible. This five-point card is a reminder for the child. The seven-step Emergency Action Plan above also covers reporting and urgent support with a trusted adult. You can ask for help at any point.

Step 2 - Practise the First Sentence

Together, practise the first sentence you could use to tell a trusted adult. Then write it below. You can use a made-up situation.

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Step 3 — Confirm the Response

"Thank you for telling me. This is not your fault. We are not going to pay, and we are not going to handle this alone. We are going to report this together, right now."

Signed: _____ Date: _____

Signed: _____

Signed: _____

Signed: _____

Signed: _____

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Quick Check

1. What is sextortion?

A) A type of online privacy setting

B) Threatening to share an intimate image unless someone does what is demanded

C) A platform feature used to report inappropriate content

D) A legal term for sharing images with consent

2. What should you do if someone threatens to share an intimate image unless you do what they demand?

A) Pay or send more images

B) Stop contact, do not pay or send more, tell a trusted adult, and get help saving non-explicit evidence safely

C) Handle it alone

D) Threaten the person back

3. What is an important truth to remember about sextortion?

A) It is the victim's fault if they replied

B) The person being threatened must solve it alone

C) Sextortion is not the child's fault, and help is available

D) Paying always makes the threat stop

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.

Score: _____ / 5

1. What is sextortion?

A) A type of online privacy setting
B) Threatening to share an intimate image unless someone does what is demanded
C) A platform feature used to report inappropriate content
D) A legal term for sharing images with consent

2. What is the most important fact to understand about paying a sextortion demand?

A) Paying quickly is the fastest way to resolve the situation
B) Paying guarantees the image will not be shared
C) Paying does not guarantee that threats will stop and may lead to further demands
D) Paying is only risky if done through cryptocurrency

3. Which identity tactic may be used in financial sextortion?

A) A family member
B) A school administrator
C) A person using a fake or stolen identity, sometimes posing as a peer or romantic interest
D) The platform's own moderation team

4. If a child discloses they are being sextorted, what should a trusted adult do regarding the messages and evidence?

A) Delete everything immediately to protect the child's privacy
B) Save non-explicit threatening messages, usernames, dates, and links safely; do not copy or share intimate images of anyone under 18
C) Forward the images to other family members for advice
D) Wait several days before taking action

5. Where should a sextortion attempt be reported?

A) Only to the social media platform involved
B) NCMEC's CyberTipline (report.cybertip.org) or Cybertip.ca in Canada; Take It Down is a separate service that may help limit the spread of eligible intimate images
C) There is no formal reporting process for this crime
D) Only to local police, and only if payment has already been made

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LESSON 8: IF YOU OR A FRIEND IS IN TROUBLE
STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



TAYLORTEACHES.CA

Safe Online | Family Edition

Lesson 8
If You or a Friend Is in Trouble

Name: _____

Date: _____

Lesson 8 — If You or a Friend Is in Trouble

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Key Definitions

Review these terms together before watching the video.

Bystander	Someone who notices a concern about another person, such as a friend. You can help by telling a trusted adult; you do not need to investigate.
Pattern Recognition	Noticing changes or concerns that may be connected. Signs can have many explanations and do not prove exploitation. One concern is enough to tell a trusted adult; do not wait for several signs.
Unequal Relationship (Asymmetric Relationship)	A relationship where one person has much more power or control than the other, perhaps because of age, money, or authority. A difference alone does not prove harm; pressure, fear, and controlling behaviour are concerns to share with a trusted adult.
Isolation (Observed in a Peer)	When a friend pulls away from people or activities they usually enjoy. There can be many reasons. If you are worried, tell a trusted adult without deciding what caused the change.
Reporting vs. Intervening	Reporting means telling a trusted adult or appropriate service what you noticed. Direct intervention means confronting someone or trying to solve the situation yourself. You can tell an adult without proof. Investigating or rescuing someone is not your responsibility.
Human Trafficking Hotlines — Canada and U.S.	Canada: Canadian Human Trafficking Hotline, 1-833-900-1010. U.S.: National Human Trafficking Hotline, 1-888-373-7888 or text 233733. Both are open 24/7 for support, referrals, or concerns about possible trafficking. You do not need proof. Privacy has legal limits, including some situations involving children or immediate danger; ask the service to explain.

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Lesson Content

You Don't Need to Be Certain — Just Concerned

What can you do if you are worried about a friend? You can tell a trusted adult without investigating or asking your friend to explain.

You do not need certainty, proof, or an explanation from your friend before asking for help. Share what you noticed with a trusted adult. One concern is enough; you do not need to wait for a pattern.

If something feels wrong about a friend's situation, that feeling is reason enough to tell a trusted adult. You do not need to be right. You do not need evidence. Noticing and telling someone is the entire job — and it is enough.

What the Signs Actually Look Like in a Friend

A much older "boyfriend," "girlfriend," or "friend" — especially a relationship with a significant age or power difference.

Sudden new gifts, money, clothing, or items the friend cannot or will not explain.

A relationship that moved very fast and feels unequal — the friend seems controlled about who they can see or talk to.

Increasing secrecy, withdrawal, or reluctance to talk about home life, relationships, or where they have been.

Fear of disappointing or angering someone or referring to needing to "pay someone back."

Frequently running away or staying with someone who is not a parent or guardian for extended periods.

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NOTE: Trafficking and exploitation can involve someone the person already knows, including a romantic partner, friend, family member, or other trusted person. Recognising concerning behaviour in familiar relationships matters just as much as recognising risks from strangers.

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Why a Friend Might Deny It — and Why That's Not the End

Fear: Many victims are taught to fear outsiders and worry about what will happen if they tell anyone.

Loyalty or attachment: The grooming process often means the friend feels a genuine emotional connection to the person exploiting them, making it hard to see the relationship as harmful.

Shame: A friend may feel embarrassed or responsible for their own situation, even though it is never their fault.

Lack of recognition: Some young people in exploitative situations do not fully recognise what is happening as exploitation, especially if it developed gradually.

A friend saying nothing is wrong does not prove that harm is happening or that your concern is mistaken. Share what you noticed with a trusted adult, who can consider different explanations and appropriate next steps.

Understanding Why a Friend May Deny It

A friend may brush off a concern, deny it, or become upset for many reasons. You cannot tell from their reaction whether they are being harmed, and you do not need to name or diagnose a trauma response.

You can stay kind without pressing for details. Tell a trusted adult what you actually noticed, without deciding what your friend's reaction means.

You do not need to convince your friend that something is wrong. Tell a trusted adult what you noticed. You can stay supportive when it is safe for you; adults can consider the next steps.

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What To Do: Stay Connected, Then Tell a Trusted Adult

WHAT TO DO: Tell a trusted adult what you noticed, honestly and specifically, even if your friend says nothing is wrong. Stay kind and supportive when it is safe for you. Let the adult consider what help is needed.

WHAT NOT TO DO: Do not confront the suspected trafficker or exploitative person directly. Do not attempt to personally "rescue" your friend alone. Do not pressure your friend repeatedly for details or proof. Do not post about your concerns publicly.

Canada: Canadian Human Trafficking Hotline, 1-833-900-1010. U.S.: National Human Trafficking Hotline, 1-888-373-7888 or text 233733. Both are open 24/7. A trusted adult can help you contact the right service about a concern; proof is not required. Ask about privacy limits.

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

If a friend suddenly had a much older boyfriend or girlfriend, or new money and gifts they would not explain, what would you do?

Question 2

Why might a friend say "everything's fine" even if something is actually wrong?

Question 3

Why is it important not to try to handle a situation like this entirely by yourself, even if you are genuinely trying to help?

Question 4

How could you stay a safe, trusted friend to someone even if you are worried about them?

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Question 5

Who is the trusted adult you would tell if you were ever concerned about a friend?

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Safe Online | Family Edition

Lesson 8

If You or a Friend Is in Trouble

Name: _____

Date: _____

Family Assignment - Practise Noticing and Reporting

Step 1 — Review the Signs Together

Together, choose a made-up example from the list. What could someone notice, and how could they tell a trusted adult? No names or personal experiences are needed. You may pass.

What we noticed (no names needed):

Step 2 - Practise the Sentence

Together, write and practise a sentence you could use to tell a trusted adult about a concern. Use a made-up situation if you prefer:

Step 3 — Save the Hotlines

Save these numbers in your phone right now. You don't need all of them — save the ones for where you live, plus any your family already uses. Having them saved before you need them is the whole point.

In Canada

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Canadian Human Trafficking Hotline — 1-833-900-1010

Free and open 24/7, with support in more than 200 languages. You can discuss a concern and ask about local services. It is not a police or government agency. Privacy has legal limits: some concerns involving children or immediate danger must be reported to authorities. Ask the advocate to explain your options and privacy before sharing details.

Kids Help Phone — 1-800-668-6868 | Text CONNECT to 686868

Free support for young people, 24/7. Call to speak with a professional counsellor, or text CONNECT to 686868 for a trained volunteer crisis responder. You can contact the service yourself about any concern. Text support is confidential but not anonymous; safety or legal duties may require sharing information. Ask about privacy if you are unsure.

Cybertip.ca

Canada's national tipline for reporting suspected online sexual exploitation of a child at Cybertip.ca. Analysts review reports, which may be sent to police or child protection services. You do not need proof to share a concern.

In the United States

National Human Trafficking Hotline — 1-888-373-7888 | Text: 233733

Open 24/7 for support, tips, and service referrals, including concerns about another person. Calls are toll-free; text message or data charges may apply. Confidentiality has legal limits, including some situations involving children or danger. Ask the advocate to explain.

NCMEC CyberTipline — 1-800-843-5678 (1-800-THE-LOST) | CyberTipline.org

Report suspected online sexual exploitation of a child, including sextortion, through report.cybertip.org. NCMEC reviews reports and makes them available to law enforcement for assessment. You can also contact NCMEC at 1-800-THE-LOST for help.

In either country: if someone is in immediate danger right now, call 911 first.

Saved: Yes / No Date saved: _____

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Quick Check

1. What does it mean to look for a pattern?

A) One warning sign proves that something is wrong

B) Several concerns may be connected, but one concern is enough to tell a trusted adult without proof

C) You must investigate before telling anyone

D) You should wait until there are ten warning signs

2. What should you do if you are worried about a friend?

A) Confront the person you suspect

B) Investigate until you have proof

C) Stay kind when safe and tell a trusted adult what you noticed

D) Post your concerns publicly

3. Why might a friend deny that anything is wrong?

A) Fear, loyalty, shame, emotional attachment, or not fully recognising the situation

B) Friends always lie about serious situations

C) It means the warning signs are never important

D) They want you to investigate for them

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.

Score: _____ / 5

1. What does it mean to look for a "pattern" rather than relying on a single warning sign?

A) Waiting until you see at least ten different signs before taking action
B) Noticing concerns that may be connected, while remembering that signs do not prove exploitation and one concern is enough to tell a trusted adult
C) Only paying attention to physical injuries as evidence of trafficking
D) Asking a friend the same question repeatedly until they admit something is wrong

2. What is important to remember about trafficking and exploitation?

A) Only unfamiliar strangers can be involved.
B) Someone the person already knows, including a family member, romantic partner, friend, or other trusted person, can be involved.
C) Only organised criminal groups operating internationally can be involved.
D) Knowing someone personally means they cannot exploit you.

3. Why might a friend deny that anything is wrong, even when something genuinely is?

A) Because the warning signs were misread and nothing is actually wrong
B) Because friends always lie about serious situations
C) Because of fear, loyalty or emotional attachment, shame, or not fully recognising the situation as exploitative
D) Because admitting something is wrong would violate platform terms of service

4. What is the correct action for a child or teen who is worried about a friend's situation?

A) Confront the person they suspect is responsible directly
B) Attempt to personally remove the friend from the situation
C) Stay kind when safe and tell a trusted adult what they have noticed
D) Post about their concerns publicly to raise awareness

5. Which statement about human trafficking hotlines in Canada and the United States is correct?

A) You must be completely certain trafficking is occurring before contacting either hotline
B) The hotlines are only available during business hours
C) Canada: 1-833-900-1010; United States: 1-888-373-7888 or text 233733. Both are available 24/7, and a person can contact them for help or to discuss a concern without first proving trafficking
D) Only police officers are permitted to contact trafficking hotlines

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LESSON 9:
CONVERSATIONS & ACTION PLAN
STUDENT WORKBOOK

A GUIDE TO RECOGNIZING AND PREVENTING GROOMING, EXPLOITATION, AND CHILD TRAFFICKING



TAYLORTEACHES.CA

Safe Online | Family Edition

Lesson 9

Family Conversations + Action Plan

Name: _____

Date: _____

Lesson 9 — Family Conversations + Action Plan

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Key Definitions

Review these terms together before watching the video.

Conversation Orientation	A way of communicating where people are invited to ask questions, share ideas, and talk openly. In this course, it means making room for regular, supportive conversations about online life.
Digital Literacy	Learning how to use digital tools, understand what you see, check information, and make thoughtful choices online. These skills grow with practice as technology and your needs change.
Co-Engagement	A child and trusted adult taking part in a digital activity together, such as playing a game, watching a video, or exploring an app.
Sustainable Safety Habit	A safety habit that is simple enough to keep using, such as a short, regular check-in. You can adjust it when your needs change.
Family Safety Culture	The habits and shared promises you use to help each other stay safer online, including talking regularly, responding calmly when someone asks for help, and reviewing your plan together.

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Lesson Content

Why One Conversation Was Never Enough

This course gives you conversations and habits to return to. Technology changes, and so do your needs and independence as you grow. Keep talking and review your plan together.

Regular, supportive conversations give you more chances to ask questions, share concerns, and review what is happening online. They are one part of staying safer, alongside practical settings, boundaries, and help when needed.

For Families Navigating Prior Trauma

For families where someone has experienced online exploitation or abuse, ongoing conversation may need to move at a different pace. Trauma-informed family communication means following the lead of the person who was harmed — not pushing for discussion on a timeline that feels comfortable to adults.

Trusted adults: Stay calm and make time to listen without pressing for details. Children may need time, different words, or professional support to share a concern. A caring response can make asking for help feel safer, but it cannot guarantee disclosure.

If your family is navigating the aftermath of exploitation or abuse alongside this course, the emergency resources section includes organisations that support families — not just children.

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What This Looks Like in Real Life

Co-Engagement: Choose a game, video, or app to explore together. Share what you enjoy and ask questions. Agree openly about any supervision; shared activity should not be disguised monitoring.

Open Questions Without Judgement: Ask each other about apps, games, and online friendships with curiosity. Try “What’s new in that game?” Make room for everyday conversations, not only talks when something has gone wrong.

Adjusting as You Grow: Review the plan together as skills and independence grow. Younger children may need more hands-on help. Older children still need supportive adults and clear boundaries, with room for increasing independence. You can keep asking for help at any age.

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Building Your Family's Ongoing Rhythm

1. Monthly check-in: A brief, low-pressure conversation about what apps, games, and online friendships are currently active.
2. Quarterly privacy audit: Revisit the audits from Lessons 2 and 4. Settings change. New apps appear.
3. Annual trusted adult review: Revisit and update your trusted adults list as life changes.
4. Ongoing safety plan updates: Review the plan together as you grow and your online activities change.

Choose a realistic check-in routine and adjust it when needed. You can talk sooner if something changes or worries you; you do not need to wait for the next scheduled check-in.

Bringing It All Together: Your Family Action Plan

THE CORE COMMITMENTS:

- You can always tell a trusted adult. No matter what happened, no matter how it looks, no matter how afraid you are.
- Unsafe behaviour from another person is never your fault.
- No one should ask you to hide something that makes you feel unsafe from trusted adults. A harmless surprise is different from a secret involving pressure, fear, or harm.
- Paying or complying with a threat does not guarantee that it will stop. Tell a trusted adult and report the threat to get help.
- Noticing a concern about a friend and telling a trusted adult is enough.

THE KEY PHRASES:

"Thank you for telling me." | "This is not your fault."

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"You are not in trouble." | "We will figure out the next step together."

EMERGENCY RESOURCES:

Canada: 911 | Cybertip.ca | Kids Help Phone: 1-800-668-6868 | Canadian Human Trafficking Hotline: 1-833-900-1010 | Crisis: 9-8-8

US: 911 | NCMEC CyberTipline: 1-800-843-5678 | Take It Down: TakeItDown.NCMEC.org | National Human Trafficking Hotline: 1-888-373-7888 | Crisis: 988

You and your family have completed all nine lessons of Safe Online. This is not the end of the conversation — it is the foundation for every conversation that follows.

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Discussion Questions

Use these questions after reading the lesson and watching the video. There are no wrong answers — the goal is honest conversation.

Question 1

Out of everything in this course, what is the one thing you most want us to keep talking about as a family?

Question 2

How do you want me to bring up online safety topics going forward — what feels comfortable versus what feels like a lecture?

Question 3

What is one thing you learned in this course that surprised you?

Question 4

How often do you think we should check in about this stuff going forward?

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Question 5

What would make you feel comfortable coming to me if something happened, even months or years from now?

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Safe Online | Family Edition

Lesson 9

Family Conversations + Action Plan

Name: _____

Date: _____

Family Assignment — Build Your Master Family Safety Plan

Our Trusted Adults

1.

2.

3.

Our No-Unsafe-Secrets Rule

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Our Response Script

Example: "Thank you for telling me. This is not your fault. I am here to help."

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Our Recurring Check-In

We will talk about online safety on: _____ (e.g., first Sunday of every month)

Our Emergency Contacts

Saved in our phones and/or written on a paper list visible to the household: Yes / No Date saved:

_____

Our Next Privacy + Account Audit Date

Scheduled for: _____

Signed: _____ Date: _____

Signed: _____

Signed: _____

Signed: _____

Signed: _____

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Our Family Tech Agreement

Fill this in together as a family. There are no right answers — only the rules that work for YOUR family. Talk about each one. Adjust it as kids grow.

Family name: _____ Date: _____

Our screen-time agreement

- On weekdays, screen time is _____
- On weekends, screen time is _____
- Devices charge at night in: _____
- Screen-free times in our home are: _____

Our app & game agreement

- Apps & games we agree are okay: _____
- Apps & games we agree are NOT okay: _____
- Before downloading anything new, I will: _____
- Privacy settings will be set together. Next check-in date: _____

Our communication agreement

- Together, we will agree who I can chat with and when adult support is needed: _____. Knowing someone in person does not guarantee safe behaviour.
- I will tell a trusted adult about new contacts.
- I can ask a trusted adult for help with any message or contact that makes me uncomfortable.
- Our family code word for "come help me" is: _____

Our promises to each other (kids)

- I promise to be honest about what's happening online.
- I promise to ask before posting photos of family members.
- I can ask for help at any time, even if I waited, replied, or broke a rule.

Our promises to each other (parents / caregivers)

- We promise not to punish you for telling.
- We promise not to take your phone away as our first response.
- We promise to listen first, react second.
- We promise to keep talking — even when it's awkward.

Signed:

Kid: _____ Date: _____

Kid: _____ Date: _____

Kid: _____ Date: _____

Trusted Adult(s)_____ Date: _____

_____

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Quick Check

1. Why is ongoing dialogue important?

A) Risk evolves, platforms change, and children grow, so families need repeated opportunities to notice and address concerns

B) One conversation is never useful

C) Children must memorise every online safety rule

D) It replaces all other safety habits

2. What is co-engagement?

A) Installing monitoring software on every device

B) A trusted adult actively participating in a child's digital activities, such as playing a game or exploring an app together

C) Requiring a child to share every password

D) Checking a child's device without their knowledge

3. Which ongoing commitment helps a child ask for support?

A) Avoiding all internet use

B) Using the strictest possible rules

C) Making sure a child can tell a trusted adult anything without fear of punishment or judgement

D) Memorising the names of every risky app

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Lesson Quiz

Name: _____ Date: _____

Complete this quiz together after finishing the lesson and family assignment.
Score: _____ / 5

1. Why is it useful to keep talking about online safety as needs and technology change?

A) Because children forget information after one conversation regardless of content
B) Because risk evolves, platforms change, and children grow — ongoing dialogue gives repeated opportunities to notice and address concerns as they arise
C) Because a single conversation is against platform policy
D) Because repetition is the only way to memorise a list of rules

2. What does conversation orientation mean in this lesson?

A) A strict set of rules that cannot be discussed
B) A way of communicating where people are invited to ask questions, share ideas, and talk openly
C) A formal weekly meeting with a written agenda
D) A method exclusively used by professional therapists

3. What is "co-engagement" and why is it a useful habit?

A) Installing parental monitoring software on every device
B) A child and trusted adult taking part in a digital activity together, such as playing a game or exploring an app
C) Requiring a child to share their passwords with a parent
D) A school-based digital literacy programme

4. How should a family's approach to online safety communication change as a child grows older?

A) It should become stricter and more rule-based with no flexibility
B) Parents should stop discussing online safety once a child becomes a teenager
C) Adjust support and boundaries as skills and independence grow, while keeping supportive conversations and access to trusted adults
D) The approach should remain completely identical regardless of age

5. Which ongoing safety habit does this course encourage?

A) Avoiding all internet use entirely
B) Installing the most restrictive parental control software available
C) A child believing they can tell a trusted adult anything, without fear of punishment or judgement
D) Memorising the names of every risky app and platform

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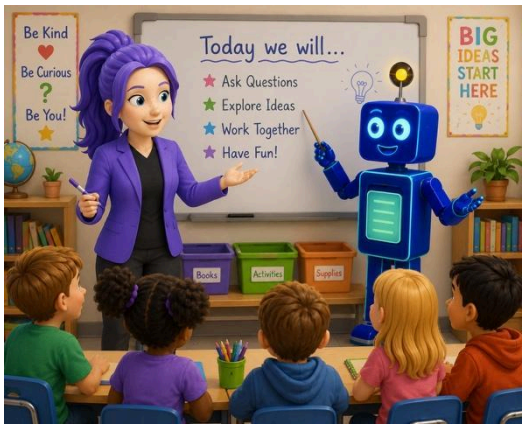
AIDA's closing words

You finished the course! That matters. I'm doing my happy dance for your family! You have practised skills for staying safer online, and you can keep learning and asking for help. Stay tuned for more free courses. Remember: if something feels wrong, you can always tell a trusted adult. You are never in trouble for asking for help. I'm SO proud of you!



Taylor's closing words

Thank you for doing this with your child. That choice is the mission of this course, to help families communicate and work together to make everyone 'Safe Online'.

You will not remember every definition in this book, and you do not need to. What matters is that your child now knows there is someone who will stay calm and stay close if something goes wrong. That is the protection no filter or setting can give them.

You are allowed to get this wrong sometimes. Come back to these pages whenever you need them, at whatever pace suits your family. Keep the conversation going - that is the part that lasts. If you have questions, comments or requests for future courses, I would love to hear from you. Taylor@taylorteaches.ca

Course feedback: https://form.jotform.com/262001794961054

You've practised, sorted, talked, and signed. That's how safety becomes a habit - not a one-time lesson. Bring this course out again whenever you want a refresher.

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Organisations Taylor Teaches Donates To

Taylor Teaches offers a donation from eligible paid-course purchases. Customers can select a supported organisation through the course feedback form linked above; check the current offer for the donation amount and eligible courses. The organisations below work on child safety or human trafficking. Contact them directly for current services and availability.

Angels of Hope Against Human Trafficking

A registered Canadian charity based in Sudbury, Ontario, supporting survivors of human trafficking and sexual exploitation from different ages and backgrounds. Services include counselling, survivor-led groups, court support, and community referrals, with support also available to survivors' loved ones. Ask the organisation about service eligibility and privacy limits.

How They Can Help

Survivors can contact Angels of Hope directly to ask about intake. Phone, virtual, and in-person options may be available. Ask which services are available in your area and about current wait times.

Phone: 705-822-8630 · Email: help@aohagainsttrafficking.ca

aohagainsttrafficking.ca

CORATH — Creating Opportunities & Resources Against the Trafficking of Humans

An Ottawa-based program operated by the Roberts/Smart Centre for youth aged 12–24 who have experienced or are at risk of trafficking, notably sexual exploitation. Serving Ottawa and Eastern Ontario, CORATH provides 24-hour support and help with health services, shelter, safety, education, system navigation, and survivor mentorship.

How They Can Help

Youth who need support — or a trusted adult reaching out on their behalf — can contact CORATH any time, day or night, by phone, text, or chat.

Phone: 1-888-918-0186 · Text: 613-576-4006

corath.ca

Veterans For Child Rescue

A U.S. nonprofit focused on public awareness, prevention education, and support for counter-trafficking work with law enforcement and other organisations. Its website also lists survivor-support partners.

How They Can Help

V4CR's focus is public awareness and operational support rather than a family-facing helpline — their educational resources help families and communities recognise the signs of trafficking. If you suspect trafficking, contact local law enforcement or the National Human Trafficking Hotline directly (see this guide's hotline list).

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vets4childrescue.org

The Joy Smith Foundation

Founded by former Member of Parliament Joy Smith, the Foundation provides human trafficking education, prevention, and support for survivors and families. Its National Human Trafficking Education Centre offers learning resources for parents, educators, young people, and professionals.

How They Can Help

The Foundation offers in-person and virtual educational workshops anywhere in Canada — for classrooms, community groups, and families — and can connect survivors and families with frontline support services.

joysmithfoundation.com

Canadian Centre to End Human Trafficking

A national Canadian charity that acts as the country's "backbone" organisation for anti-trafficking work, bringing together government, business, and frontline service providers to coordinate a national response. The Centre operates the Canadian Human Trafficking Hotline, launched in 2019 with federal support — the first of its kind in Canada.

How They Can Help

The Canadian Human Trafficking Hotline at 1-833-900-1010 is open 24/7, with phone interpretation in more than 200 languages. Chat is available in English and French; Bell Relay supports TTY or IP Relay callers. Advocates can discuss safety and connect people

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with local services. Confidentiality has legal limits, including some child-protection and immediate-danger situations.

Hotline: 1-833-900-1010

endtrafficking.ca

Thank you for being part of this. Don't forget to print out the certificate below and show it off! You earned it!

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