CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1

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

TRUSTED ADULT GUIDE



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Child Trafficking Prevention Fundamentals - Level 1: A Guide to Recognizing and Preventing Grooming, Exploitation, and Child Trafficking.

Welcome to Taylor Teaches!

Hi and welcome! I'm Debbie, the creator of Taylor Teaches, and I'm grateful that you have chosen to learn alongside the child or children in your care.
Child Trafficking Prevention Fundamentals - Level 1 was created to help families and educators introduce an important subject in a calm, age-appropriate, and practical way. The course focuses on skills children can use recognizing unsafe or manipulative behaviour, protecting personal information, setting boundaries, identifying trusted adults, and asking for help.
Children should never be expected to prevent trafficking or exploitation on their own. Safety is an adult and community responsibility. This course gives trusted adults a supportive framework for starting conversations, listening without blame, and helping children practise protective skills without using graphic details or fear-based messages.
You do not need specialized training to guide this course. Read each lesson first, move at a pace that suits your child, and use the scripts, prompts, activities, and answer guidance provided. It is always okay to pause, skip a question, or return to a topic later.
Thank you for helping children become informed, supported, and confident about speaking up. These conversations matter, and you do not have to lead them perfectly to make a positive difference.

Sincerely,

Debbie Taylor

A Note on Our Approach

Taylor Teaches uses a trauma-informed, child-centred approach throughout this course. The lessons are designed to support safety, choice, trust, collaboration, empowerment, and respect for each child's experiences and needs.

- Language is calm, clear, non-graphic, and non-blaming.
- Children are reminded that unsafe behavior is never their fault.
- Children are offered choices and are never required to disclose personal experiences.
- Trusted adults are encouraged to listen, believe, reassure, and seek appropriate support.
- Activities build practical skills without placing responsibility for preventing exploitation on the child.
- Canada and the United States support, and reporting information is included where jurisdiction matters.

Important: This is an educational prevention resource. It is not therapy, legal advice, an investigation guide, or a substitute for professional safeguarding policies, emergency services, or mandated-reporting requirements.

If a child becomes uncomfortable, pause the lesson and respond to what they need at that moment. A calm connection with a safe adult is more important than finishing an activity.

A Guide for Trusted Adults

In Taylor Teaches materials, a trusted adult may be a parent, caregiver, teacher, homeschool educator, counsellor, coach, or another responsible adult who is prepared to support the child and follow applicable safeguarding responsibilities.

Your role is to prepare, guide, listen, and respond - not to pressure a child for details or conduct your own investigation. Read each lesson before presenting it, consider the needs of your child or group, and know your local reporting procedures and support resources.

What This Course Includes

This free course contains two course documents. Keep both available while teaching.

Trusted Adult Guide

Lesson overviews, learning goals, preparation notes, read-aloud scripts, discussion prompts, facilitation guidance, safety reminders, and independently checked answer keys.

Student Workbook

Child-facing readings, activities, assignments, check-ins, quizzes, and space to record ideas and answers. All child activities remain in the Student Workbook.

Lesson Videos

Short videos support the lessons and introduce key ideas in a consistent, approachable way. Video links are provided in the Video Links section of this introduction.

Activities and Practice

Each lesson includes practical opportunities to recognize warning signs, think through choices, identify trusted adults, practise boundaries, and decide when and how to seek help.

Checks for Understanding

Check-ins and quizzes are conversation and review tools. There is no fixed passing score. The trusted adult decides whether the child has demonstrated enough understanding or would benefit from more discussion and practice.

Answer keys: Keep answer-key pages with the Trusted Adult Guide. Review answers together after the child has completed the corresponding activity.

Step-by-Step Instructions

1. **If this course is being presented in a classroom environment, send a copy of the Trusted Adult Guide to parents or caregivers for family review. Some assignments are to be done where the child resides.**

2. **Read the Trusted Adult Guide first:** Review the lesson goals, vocabulary, sensitive points, required materials, discussion prompts, and answer keys before teaching.

3. **Prepare the learning space:** Choose a calm, quiet, age-appropriate setting. For groups, explain the discussion boundaries and remind children not to share private stories about others. If they have something private to share let them know they can share anything privately and create space and time to do so. Take a break from lesson to listen to what is shared and take appropriate actions before returning to lesson.

4. **Prepare the Student Workbook:** Print or open only the child pages needed for the lesson. Keep trusted-adult notes and answer keys separate.

5. **Introduce choice and safety:** Tell children they may pause, pass on a question, ask for clarification, or speak privately with a trusted adult. They never need to share a personal experience to participate.

6. **Watch the lesson video:** Use the matching video link. Watch together whenever possible, turn on captions if helpful, and pause for questions or breaks.

7. **Complete the lesson activities:** Guide the child through the Student Workbook at a comfortable pace. Focus on understanding and skill-building rather than perfect wording.

8. **Discuss and practise:** Use the guide's prompts to explore warning signs, boundaries, trusted adults, safe responses, and ways to get help. Accept different ways of expressing an answer.

9. **Complete the check-in or quiz:** Use assessments as review tools, not stressful tests. Independently consider the student-facing wording, then use the answer key and explanation to discuss each response.

10. **Review help-seeking options:** Make sure the child can name more than one trusted adult and understands what to do if the first person is unavailable or does not help.

11. **Close calmly:** End with reassurance: unsafe behaviour is never the child's fault, asking for help is always allowed, and trusted adults are responsible for taking concerns seriously.

12. **Celebrate progress:** Acknowledge effort, thoughtful questions, and protective skills. Celebration should never depend on a perfect score or personal disclosure.

Pacing reminder: You may divide a lesson across more than one session. A slower pace is appropriate when children need time, questions arise, or the topic feels emotionally demanding.

Differentiation & Accessibility

- Younger or newer learners: read each lesson's content aloud together rather than having the child read alone, and slow down on the Key Definitions before moving into discussion.
- Older or more independent learners: let them read ahead in the Student Workbook, then use the Discussion Questions as the primary conversation, not a formality.
- Neurodivergent learners: the fill-in-the-blank format in the Student Workbook can be swapped for verbal answers you transcribe, and discussion order can be reshuffled — nothing in this course needs to happen in a fixed sequence within a lesson.
- For any learner: it is always acceptable to split a lesson across two sittings. There is no time limit anywhere in this course.

Helpful Closing Questions

- What is one safety skill you want to remember?
- What warning sign stood out to you?
- Who are two trusted adults you could talk to?
- What could you do if the first person you tell does not help?
- Is there anything you would like explained differently?

Important Reminders

- Trafficking and exploitation are never a child's fault.
- Children are not responsible for identifying, confronting, or stopping a person who may be causing harm.
- Avoid "stranger danger" as the only safety message. Unsafe behaviour can come from strangers, acquaintances, peers, or people a child knows and trusts.
- Do not ask children to share personal experiences in front of a group.
- Never promise to keep a safety disclosure secret. Explain that you may need to involve people whose job is to help keep the child safe.
- Listen calmly, thank the child for telling you, affirm that the situation is not their fault, and avoid leading or repeated questions.
- Do not confront a suspected person or investigate independently. Follow your organization's safeguarding procedures and applicable reporting requirements.
- If someone may be in immediate danger, contact emergency services in the relevant country. Use the current Canada or United States resources provided in the course for non-emergency support and reporting.
- Technology, platforms, and support resources change. Trusted adults should verify current settings, contact information, and local requirements.
- Repetition helps. Revisit boundaries, privacy, warning signs, safe exits, and help-seeking skills regularly.

For educators and youth-serving organizations: Review your safeguarding, confidentiality, documentation, and mandated-reporting procedures before beginning the course. Follow the requirements that apply to your role and location.

Why This Course Is Free

Taylor Teaches believes foundational child-safety education should be accessible to families, homeschool communities, classrooms, and youth-serving organizations. Child Trafficking Prevention Fundamentals - Level 1 is offered as a free educational resource to help more trusted adults begin calm, practical, and informed conversations with children.

The goal is not to create fear. It is to strengthen protective factors: safe relationships, healthy boundaries, critical thinking, privacy awareness, recognition of manipulation, and confidence in asking for help.

Please use this resource responsibly and preserve its trauma-informed intent. Do not add graphic material, blame-based language, forced disclosure activities, or messages suggesting that children are responsible for preventing trafficking.

Use and sharing: Follow the Terms of Use included with the course. Do not resell, rebrand, alter, or redistribute the files outside the permissions stated there.

Videos for your lessons here;

Here is a link to watch videos together. They cover what's ahead in the lesson you are working on. Pick the correct video for your lesson. The lesson number is at the end of the video title and in the description.
https://www.youtube.com/playlist?list=PLOR3C0ZYoSvc



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Child Trafficking Prevention Fundamentals - Level 1

A Guide to Recognizing and Preventing Grooming, Exploitation, and Child Trafficking
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You May

- Print and use the Student Workbook and Trusted Adult Guide with children directly in your care, household, classroom, homeschool group, or youth-serving program.
- Make printed copies for the children you are personally teaching or supporting, and provide printed or digital copies of the Trusted Adult Guide to their parents or caregivers for family review.
- Display the course materials during an in-person or private instructional session with those children. Make accessibility adjustments, such as enlarged print or oral delivery, for those learners while preserving attribution, branding, meaning, and safety guidance.
- Direct other families and educators to the official Taylor Teaches download page so they can obtain their own copy.

You May Not

- Sell or sublicense this course or any part of it. Redistribute it in printed, digital, or altered form except as expressly permitted above.
- Upload the files to a public website, shared drive, social-media group, marketplace, file-sharing service, or course platform.
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This resource provides general prevention education and is not a substitute for professional safeguarding policies, legal advice, counselling, emergency services, or applicable reporting requirements.

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Before You Begin: Trauma-Informed Ideas

Taylor Teaches draws on the six guiding principles of a trauma-informed approach developed by the Substance Abuse and Mental Health Services Administration (SAMHSA): safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical, and gender issues. In this course, these principles guide calm, respectful teaching, meaningful choices, supportive relationships, and sensitivity to each child's experiences and background. Children are never required to share personal experiences. If you notice anything in this course that does not align with these principles, please let us know at Taylor@TaylorTeaches.ca. We regularly review and update the course to improve it.

- Do not ask a child to disclose a personal experience in order to answer a question. Made-up examples are always okay.
- Keep your face, voice, and body language calm. Strong adult reactions can make a child stop talking even when the adult is trying to help.
- Do not punish disclosure. A child may have broken a rule and still deserve immediate safety, belief, and support first
- Do not force the five-person trusted-adult list. Help build it together if names do not come easily.
- A familiar adult is not automatically a safe adult. "Trusted adult" is a role earned through dependable, respectful, safe behaviour.

If a real disclosure happens, stop the lesson. Listen, do not press for details, do not promise secrecy, and move to the appropriate support/reporting process

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Read definitions and questions aloud. Let the child point, sort, draw, or answer verbally instead of writing.
Anxious or sensitive child	Split the lesson across sessions. Use made-up examples. Skip any prompt that feels too personal.
Older / independent child	Let them complete the first sort or quiz independently, then focus your time on the reasoning and the agreement.
Neurodivergent / needs more structure	Preview the lesson sequence, allow movement or breaks, reduce writing demands, and keep language literal and predictable.

⏱️ Flexible pacing

Work at a pace that suits your child. One calm conversation is more valuable than finishing every section in one sitting. Split the lesson wherever it makes sense.

⏸️ Good stopping point

If your child becomes tired, restless, upset, or overwhelmed, pause immediately. Return to the lesson when your child feels ready.

CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1

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

LESSON 1
WHAT IS ONLINE SAFETY?
TRUSTED ADULT GUIDE



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Lesson 1 — What Is Online Safety?

📚 What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Key Definitions matching the Student Workbook
- Trusted Adult preparation for a sensitive safety conversation
- Lesson-content guide and video guide
- Video Quick Check questions + answer key
- Discussion support and gentle conversation openers
- Assignment: Build Your Safety Foundation — full adult reference copy
- Activity: Personal or Public? — full card reference + answer key
- Lesson Quiz questions + answer key
- Trusted Adult notes, age/readiness adaptations, and next-lesson transition

🫶 A note about this lesson

This course is designed to build safety through connection, not fear. A child never has to disclose a personal experience to complete this lesson. They may use a made-up example, pause, skip a question, or return later.

Lesson	1 — What Is Online Safety?
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	Online safety is not about knowing every app or avoiding the internet. It is about recognising what should stay private, noticing warning signs, making safer choices, and knowing exactly who to tell when something feels wrong.

Learning Goals

By the end of Lesson 1, the child and trusted adult should be able to:

- Explain the difference between private information and information that is generally safe to share.
- Describe a digital footprint in simple language.
- Explain what a trusted adult, safe choice, and red flag mean in this course.
- Name several trusted adults the child could contact for help.
- Explain why asking for help should feel safer than staying silent.
- Sort the 16 Personal or Public? cards and explain the reasoning behind the choices.
- Create and sign a shared safety agreement focused on calm support and help-seeking.

🧰 What You Need

This Trusted Adult Guide

- The Lesson 1 Student Workbook pages
- A pen or pencil
- Scissors for the Personal or Public? cards
- Two labelled areas on a table or floor: PERSONAL and PUBLIC
- Enough unhurried time to pause and talk; the lesson may be split across sessions

🗂️ Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Review Key Definitions	5–10 min	Read together
2	Read and discuss Lesson Content	10–15 min	Together
3	Watch Lesson 1 video + Quick Check	Flexible	Watch/talk together
4	Discussion Questions	5–15 min	Conversation
5	Assignment: Build Your Safety Foundation	10–20 min	Together
6	Activity: Personal or Public?	10–15 min	Sort + discuss
7	Lesson Quiz + review	5–10 min	Together

Key Definitions

These definitions cover the same ideas as those in the Student Workbook, which uses simpler language for easier reading. Review them together before the video, using whichever version works best for your child.

Term	What It Means
Online / Internet	The internet is a global network connecting billions of devices. Being "online" means using any internet-connected device to access content, communicate, or interact with others.
Private Information	Any information that could identify, locate, or contact a person — including full name, address, school name, phone number, passwords, location data, and photographs with identifying details.
Digital Footprint	The trail of data left behind by all online activity. Every search, post, message, photo, and login creates a record — some visible, some stored by platforms.
Trusted Adult	A safe adult - parent, caregiver, teacher, or counsellor - who can be spoken to about online concerns without fear of punishment, blame, or dismissal.
Safe Choice	An online action that protects privacy, maintains personal boundaries, and reduces unnecessary risk. A child can ask a trusted adult for help, even if talking about it feels uncomfortable.
Red Flag	A warning sign that something may not be safe — signalling it is time to pause and speak to a trusted adult before continuing.

💡 Trusted Adult Tip

Do not turn vocabulary review into memorisation. Ask for examples instead: “What could count as private information?” or “What would a red flag feel like in real life?” Understanding matters more than repeating the exact wording.

⚠️ Important nuance: “public” does not mean “always safe”

Ordinary details can become identified when combined. A favourite sport may be harmless by itself, but a team name, school crest, practice schedule, and location together can reveal much more. Lesson 1 introduces this idea gently; Lesson 2 goes deeper.

🫶 Trusted Adult Preparation

The goal of Lesson 1 is to make future help-seeking easier. The strongest outcome is not a perfect worksheet — it is a child leaving the lesson more confident that they can bring a concern to a safe adult and be met with calm support.

Read the following section with your child if appropriate for their age and readiness. Pause to answer questions and discuss the ideas together.

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.

Trusted Adult

Core message: going online is part of everyday life. As technology and risks change, children need guidance and support from trusted adults.

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.

Trusted Adult

Core message: online approaches can happen through social media, games, messaging, and other spaces. Harmful contact may begin with friendliness, attention, common interests, or relationship-building rather than obvious aggression. Later lessons teach the specific patterns.

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.

Trusted Adult

Core message: the course repeatedly reinforces having safe adults a child can approach when something feels wrong, confusing, secret, pressured, or simply hard to explain. The agreement turns that idea into a promise the adults also have to keep. Children who fear they will get in trouble for disclosing online contact may be afraid to speak up. *Silence is what people who harm children online count on.*

If someone taking this course has experienced online exploitation or abuse, this course is still for them. No one needs to discuss personal history. Everyone can benefit from practising privacy, boundary, verification, and help-seeking skills.

Some lessons may connect to lived experience. Pausing is a healthy response. Delayed disclosure can happen for many reasons; if a child tells you about something from the past, receive it with the same calm, belief, and support you would offer to an immediate disclosure.

✓ A safer promise

Instead of promising “I will never tell anyone,” you could say: “We may need to get help. Let’s discuss what happens next and decide together. I’m here for you.”

💬 Ask

“Which online spaces are part of your normal day?” Keep this neutral. The purpose is to understand the child’s actual digital world, not to audit or criticize it.

⚠️ Keep the tone factual

Avoid framing every stranger, app, game, or kind interaction as dangerous. The course teaches patterns and boundaries so children can notice combinations of warning signs without becoming afraid of normal online life.

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➡️ Transition to the video

Try: “You do not have to remember everything now. Today we are just building the foundation: what stays private, what a warning sign is, and who you can talk to.”

Watch The Video

Before you press play: the video explains why the course exists, previews the nine lessons, and introduces the same key terms in the workbook.

⏸️ It is okay to skip or pause

If your child is not ready for the video today, skip it and return later. Nothing in this course is on a strict timeline. The videos include short music breaks to lighten the mood. Use these moments to stretch, move, or take a break from the topic.

While Watching: Ask Your Child to Listen For

- Why a trusted adult matters
- What a safe choice means
- What a red flag means
- The idea that online safety is something families can practise together

After watching the video do the following video checkin

💡 How to use the Quick Check

After the video, let the child answer first. If an answer is wrong, ask what made that option seem right before explaining the safety idea. The Quick Check is a conversation starter, not a score.

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

🔐 Video Quick Check Answer Key

Q	Answer	Discussion prompt
1	B — A trusted adult	"Who would be on your own list of trusted adults?"
2	B — A safe choice can be discussed with a trusted adult	"Can you think of a safe choice you have already made online?"
3	A — A warning sign to pause and tell	"Has anything ever felt like a red flag to you, even a small one?"

💬 Keep the Conversation Going

You do not need a formal sit-down. Talking in the car, on a walk, at bedtime, or over a snack may feel easier.

"I don't know — let's find out together" is a perfectly good adult answer.

Short is fine. A two-minute conversation that ends with "you can always bring this to me" can be more useful than a long question-and-answer session.

Let the child have opinions about the course. Feeling bored, nervous, curious, or unsure is all allowed.

Gentle Ways to Open the Conversation

- "What's one thing online you actually think is fun or useful?"
- What could be a red flag in an online game or chat?""Has anything ever felt like a red flag".
- "If something felt off, who would be easiest to tell first — me, or someone else on your trusted-adult list?"
- "What would make it easier to tell me something even if you thought I might be upset?"

The Student Workbook includes the following discussion questions. Children can write their answers and discuss them with you if they choose.

Workbook Question	Listen for / How to Support
1. What devices do you currently use to access the internet, and approximately how much time do you spend online each day?	Treat this as fact-finding, not a screen-time debate. You may learn about apps, games, accounts, or routines you did not know about.
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.	Listen for a clear warning sign, for example, someone asking for personal information, requesting secrecy or pushing to move to a private chat. An imagined example is fine.
3. Who in your life could you talk to if something happened online — without worrying about getting in trouble?	This is the most important question to listen to. Difficulty naming someone is useful information, not a failure.
4. Do you know what information about you is already visible online? Have you ever searched for your own name?	Keep it curious. Lesson 2 will explore privacy more deeply.
5. What does online safety mean to you right now, before we start this course?	Save the answer. It gives you a starting point you can revisit in Lesson 9.

✏️ Assignment — Build Your Safety Foundation

Purpose: Turn “Tell a trusted adult “ From a general rule into a real support network the child can use. The assignment has two parts: build the trusted-adult list, then read and sign the Shared Safety Agreement.

Step-by-Step Instructions

1. **Build the list**: Ask the child to name five safe adults they could contact. A mix of safe adults from family, school, or the community is fine.
2. **Confirm access:** For each person, make sure the child knows how to reach them. If they cannot, help add a phone number, school office number, or another clear way to reach them.

Do not force names: If five names do not come easily, help brainstorm. Do not ask the child to defend why someone was left off the list.

3. **Read the agreement aloud:** Pause after each promise and ask what it would look like in real life.
4. **Sign only if you mean it:** The adult promise matters. Asking for help must not become the reason a child loses support or is punished for disclosing a safety concern.

👀 What to look for

The assignment is complete when the child can identify reachable adults, understands that they may ask for help even after a mistake or rule-breaking choice, and can explain what the agreement means in their own words.

Trusted Adults List

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:

Assignment — Safety Agreement

Read this agreement aloud after completing the trusted-adults list. The goal is to make sure asking for help always feels safer than staying silent. This agreement can be done in a classroom environment or at home. Even BOTH!

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: _____

🔐 Assignment Review

Check	What "complete" looks like
Trusted adults	The child has several realistic adults they can reach; five is the target, not a pass/fail requirement.
How to reach them	The child knows at least one clear way to reach each person.
Shared understanding	The child can explain that telling is still allowed after a mistake, rule break, embarrassing choice, or delay.
Adult commitment	The trusted adult understands that immediate safety/support comes before consequences related to disclosure.
Review plan	Everyone in the child's home agrees to revisit the list when circumstances change and at least once a year.

⚠️ If the child names someone you would not choose

Stay curious before correcting. Ask what makes that person feel safe to them. If you have a concrete safety concern, explain it calmly and help identify another option without shaming the child's judgement. This is progress, celebrate it!

🃏 Activity — Personal or Public?

Purpose: practise recognising information that could identify, locate, contact, or pretend to be a child — and notice that ordinary details can become identifying when combined.

How to Play

1. Prepare: Use the 16 cut-out cards in the Student Workbook. Make two piles labelled PERSONAL and PUBLIC. Do not print double-sided for these card pages.

2. Cut out the 16 cards in the Student Workbook. sort each card into the PERSONAL or PUBLIC pile they think it belongs to.

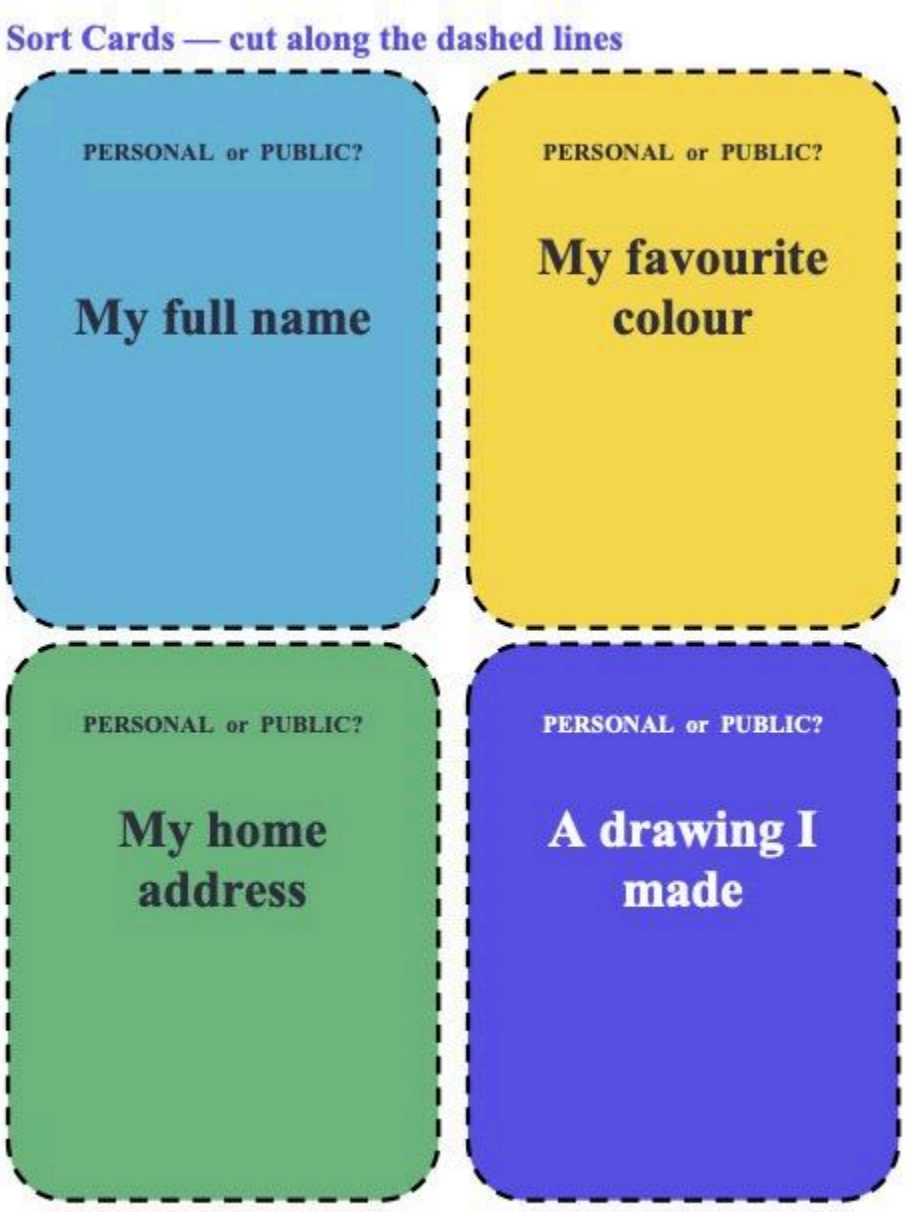
3. Check the key together: Compare the reasoning with the answer key on the next page. Correct the safety idea, not the child.

4. Debrief: Choose two PUBLIC cards and ask what extra detail could make each one identifying.

> 💡 **Reminder**
> PERSONAL information is anything that could help someone identify, locate, contact, or pretend to be you. PUBLIC information is something you generally would not mind other people knowing — but the details around it still matter.

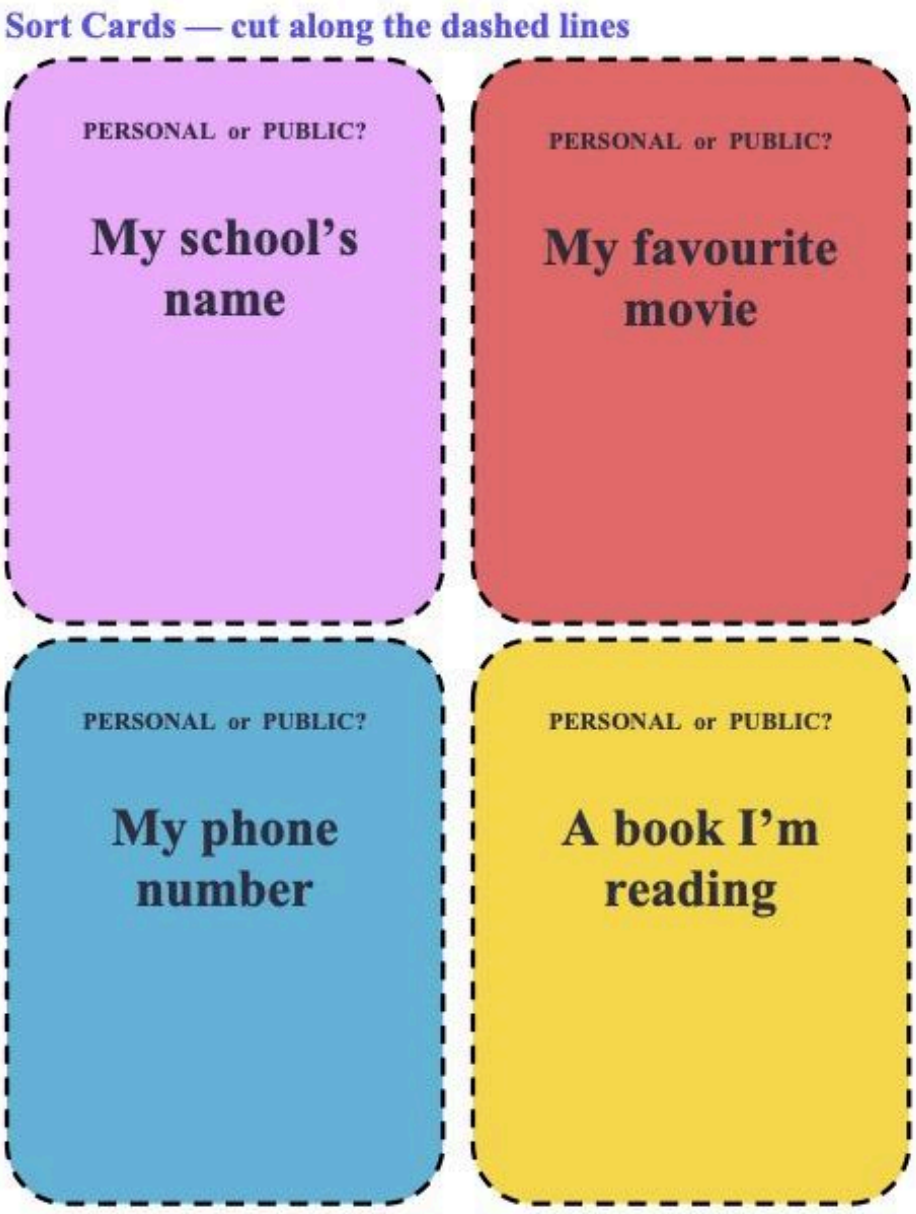
. There are no right or wrong feelings - just keep thinking, talking, and asking questions.

Sort Cards — cut along the dashed lines



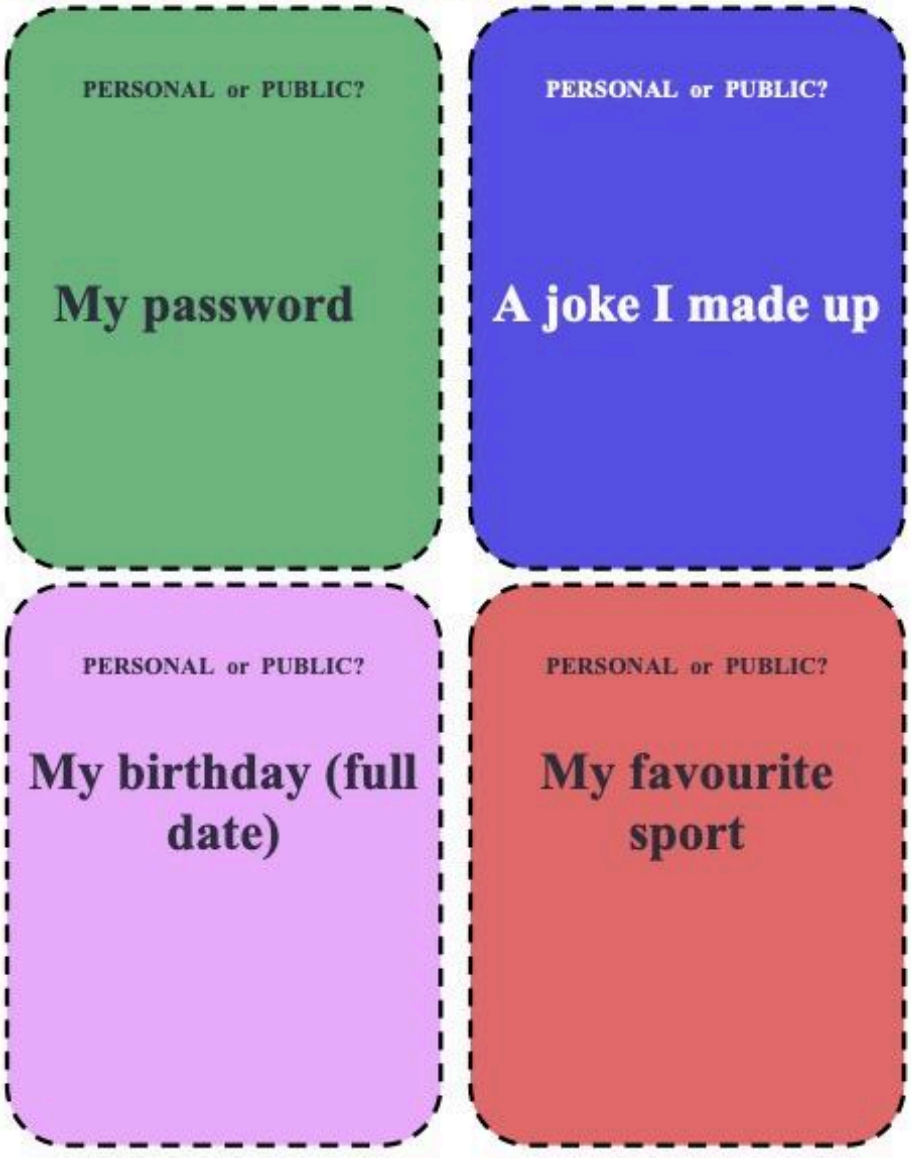
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Sort Cards — cut along the dashed lines



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Sort Cards — cut along the dashed lines



Sort Cards — cut along the dashed lines



🔐 Personal or Public? — Answer Key & Adult Guidance

PERSONAL	PUBLIC
My full name	My favourite colour
My home address	A drawing I made
My school's name	My favourite movie
My phone number	A book I'm reading
My password	A joke I made up
My birthday (full date)	My favourite sport
My location right now	My pet's first name (no other info)
A photo of my house	A nature photo I took

💬 Debrief — Go Beyond “Right” and “Wrong”

***Ask**: “What made the PERSONAL cards more identifying?”

***Example**: favourite sport + team name + practice location + schedule can reveal much more than “favourite sport” alone.

***Ask:** “Could a PUBLIC card become personal if we added another detail?”

*__Example__: a pet’s first name may seem harmless but should not be used as a password or security answer.

- A nature photo can become identifying if it clearly shows a house number, school sign, street sign, uniform, location tag, or other unique clue.

⚠️ Extra details can change the answer

Do not teach that every item in the PUBLIC column is always safe. These items are usually less identifying on their own, but extra details can change the risk. A caption, background, username, location tag, or other clue may reveal more than expected.

🫶 Sensitive-topic tip

If the activity prompts the child to mention a real account, message, or contact that worries them, stop sorting cards and listen. The game is never more important than the conversation.

Lesson 1 Quiz

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

🔐 Lesson Quiz Answer Key

Q	Answer	Discussion notes
1	B	School name and neighbourhood together can help locate a child. Favourite movies, sports, and opinions are generally less identifying on their own.
2	C	A digital footprint is the data trail created by online activity — including visible content and information platforms may store.
3	B	The course emphasises a trusted adult the child can approach without fear of punishment, blame, or dismissal. The agreement is designed to make that support practical.
4	A	A red flag is a warning sign to pause, involve a trusted adult, and think before the situation continues.
5	C	Telling a trusted adult is the most important first response. Do not teach children to handle a worrying situation alone.

📋 Trusted Adult Notes

What Success Looks Like

- The child can name at least one adult they could realistically contact for help.
- The child understands that private information can include combinations of ordinary details.
- The child can explain “safe choice” and “red flag” in their own words.
- The children and Trusted Adults have read the Shared Safety Agreement aloud and discussed what the promises mean.
- The child leaves the lesson knowing they can bring a concern to a trusted adult even after a mistake, embarrassment, or delay.

✓ **Do not rush the ending**

Before moving on, ask one final question: “If something online felt wrong tonight, who would you tell first?” The answer should be a real person, not just “an adult.”

🌟 Lesson 1 Complete — Carry These Three Ideas Forward

Private information deserves protection — and combinations of ordinary details can reveal more than expected.

- A red flag is a sign to pause and talk things through with someone you trust. Children and Trusted Adults don’t have to handle worrying situations alone.
- The safety agreement only works when adults make it safe to ask for help, even after a mistake or delay.

➡️ Coming Up Next

Lesson 2 — Your Private Information

Lesson 2 builds directly on today’s Personal or Public activity by looking at privacy settings, combinations of information, digital footprints, photos, and what families can see about themselves online.



LESSON 2
YOUR PRIVATE INFORMATION
TRUSTED ADULT GUIDE

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



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Lesson 2 — Your Private Information

📚 What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Key Definitions matching the Student Workbook
- Trusted Adult preparation for a calm privacy conversation
- Lesson-content guide and Lesson 2 video guide
- Video Quick Check questions + independently checked answer key
- Discussion support and conversation prompts
- Assignment: Conduct a Privacy Audit — full adult guidance
- Activity: Friend or Stranger? — instructions + cards + answer key
- Lesson Quiz questions + independently checked answer key
- Trusted Adult notes, age/readiness adaptations, and transition to Lesson 3

🫶 A note about this lesson

The purpose of a privacy audit is awareness, not surveillance or blame. A child may discover something they posted, shared, or allowed without understanding the risk. Keep the tone curious and practical so they stay willing to show you their real online world.

📋 How to Use This Lesson Guide

Read this guide before starting the Student Workbook lesson. Keep it open while you work together so the prompts, activity instructions, and answer keys are easy to find.

- Start with the Student Workbook Key Definitions and lesson content.
- Watch the Lesson 2 video together and complete the Quick Check.
- Use the Discussion Questions to explore what is visible online without turning the conversation into an interrogation.
- Complete the Privacy Audit together.
- Use the Friend or Stranger? activity to practise the difference between someone known in real life and someone known only online.
- Finish with the Lesson Quiz and review the answers together.
- Pause whenever needed. The goal is understanding and safer habits, not finishing quickly.

🎯 Lesson Overview

Lesson	**2 — Your Private Information**
Course	Child Trafficking Prevention Fundamentals Level 1
Audience	Children and their trusted adults
Big Idea	Privacy is not about hiding. It is about understanding what information can reveal, choosing what to share, and regularly checking who can see or collect it.

Learning Goals

- Explain what metadata and location data can reveal.
- Identify visible clues in photos, usernames, posts, and repeated routines.
- Explain why deleted or disappearing content may still exist elsewhere.
- Describe sharenting and how family posts contribute to a child's digital footprint.
- Review privacy settings and app permissions on at least two accounts.
- Make one concrete privacy improvement.
- Use the Friend or Stranger? rule to decide when an online contact should still be treated as a stranger.

🧰 What You Need

- This Trusted Adult Guide (copy for Trusted Adult at home if required)
- The Lesson 2 Student Workbook pages
- A phone, tablet, or computer used by the child
- Access to the child's commonly used accounts, with their participation
- A private/incognito browser for the family privacy audit
- A pen or pencil
- The Friend or Stranger? card pages

🗂️ Lesson at a Glance

#	Activity	Suggested Pace	Format
1	**Review Key Definitions**	5–10 min	Read together
2	**Read and discuss Lesson Content**	10–15 min	Together
3	**Watch Lesson 2 video + Quick Check**	Flexible	Watch/talk together
4	**Discussion Questions**	5–15 min	Conversation
5	**Family Privacy Audit**	15–30 min	Together
6	**Friend or Stranger? activity**	10–15 min	Sort + discuss
7	**Lesson Quiz + review**	5–10 min	Together

⏱️ Flexible pacing

A privacy audit can easily become a long technical task. Stop after one useful change if attention is fading. One real improvement is more valuable than rushing through every setting.

These definitions cover the same ideas as those in the Student Workbook, which uses simpler language for easier reading. Review them together before the video, using whichever version works best for your child.

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 identifying a person's physical location — real-time or at the moment a photo or post was created. Can be embedded in images, attached to posts, or collected continuously by background apps.
Digital Footprint	The cumulative record of a person's online activity — posts, searches, messages, purchases, and location history. Largely permanent. Content that is deleted may still exist in screenshots, caches, or platform archives.
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.

🫶 Trusted Adult Preparation

Lesson 2 asks families to look at real accounts and real information. That can create embarrassment, defensiveness, or conflict if the audit feels like a surprise inspection. Set the tone before you begin. In a classroom, this can be a take-home assignment. Provide the matching Trusted Adult Guide pages for use at home.

Before You Begin

- Tell the child the goal is to learn together, not to catch them doing something wrong.
- Do not demand passwords or access beyond what is needed for the agreed activity.
- Do not shame old posts, usernames, photos, or settings. The point is to notice and improve.
- Remember that adults contribute to a child's digital footprint too. Be willing to review your own posts and habits.
- If the child finds content or a contact that worries them, stop the privacy task and move into calm listening/support mode.
- Keep the lesson collaborative: ask before changing settings on the child's account unless immediate safety requires adult action.

✓ A useful opening sentence for at home Trusted Adults

"We're checking our family's privacy together. I'm not looking for reasons to punish you. I want both of us to notice what is public and make one thing safer."

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Read definitions and questions aloud. Use one account rather than two. Focus on visible photo clues and the Friend or Stranger? rule.
Anxious or sensitive child	Keep the audit small. Do not search widely if that feels overwhelming. Use made-up examples before looking at a real account.
Older / independent child	Let the child lead the privacy review and explain which settings they would change and why.
Neurodivergent / needs more structure	Preview the exact sequence: definitions → video → three questions → privacy audit → game → quiz. Use a written checklist and allow movement/breaks.

What People Who Harm Children Online Actually Do with Your Information

People who seek to harm children online may research publicly available information before making contact. Before initiating contact, a person who harms children online will typically spend time building a profile — collecting publicly available information from social media, gaming profiles, and posts made by family members.

A profile built from public posts can include full name, school name and location, physical appearance, daily routine, friendships and social dynamics, interests and hobbies, and emotional state — whether the child appears lonely or disconnected 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.

Trusted Adult Core message: People who want to manipulate or exploit a child may look at public information before they ever make contact. Social profiles, gaming accounts, family posts, photos, usernames, and comments can reveal a child's interests, school, routines, friendships, and other personal details. When someone online seems to know exactly what a child likes or needs, that knowledge may have come from information that was already public.

💬 **Ask**

"If someone only saw your public posts, what could they learn about you without ever asking you a question?"

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 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/

Trusted Adult

Core message: Photos can reveal much more than the person in the picture. A school uniform, team jersey, street sign, house number, landmark, or repeated background can help identify a school, neighbourhood, or routine. Photos may also contain metadata, including location information when location services are enabled. Usernames that include a real name, birth year, school, or team can also make someone easier to identify across different platforms.

👀 Keep it practical

Look at one ordinary photo together and notice background details. Do not use the activity to frighten the child; the goal is simply to build the habit of noticing.

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."

Trusted Adult

Core message: A message or photo can be screenshotted before it disappears or is deleted. Copies may remain on another person's device, in backups, caches, or platform systems. The safest habit is to treat anything shared digitally as something that could become permanent or public.

✓ Key idea

Deleted is not the same as guaranteed gone. Teach the child to pause before sending rather than relying on deletion later.

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.

Trusted Adult Core message: 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.

🎬 Watch the Video — Lesson 2

The Lesson 2 video follows the same core ideas as the workbook: public information can be researched, photos reveal more than faces, digital content may remain after deletion, and privacy settings require regular attention.

While Watching — Listen For

- How public information can be combined into a profile
- What metadata and visible photo details can reveal
- Why disappearing or deleted content may still exist
- What sharenting means
- Why privacy is a deliberate habit
- The Privacy Audit: search, review, make one change

💡 How to use the Quick Check

Let the child answer first. If an answer is wrong, ask what made that choice seem right, then review the safety idea. The Quick Check is a conversation starter, not a pass/fail test.

Video Check In

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

🔐 Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	Metadata can include when a photo was taken and, when location services are enabled, where it was taken.	"What could a photo reveal without showing your face?"
2	A	Screenshots and copies can preserve content before or after it disappears.	"What could you do before sending something instead of relying on deleting it later?"
3	A	Regular privacy reviews and removing unnecessary permissions are practical protective habits.	"Which setting would you most like to check today?"

Keep The Conversation Going

- Ask what the child thinks adults overshare about children online.
- Share one privacy habit you could improve yourself.
- Treat embarrassment as information, not misbehaviour.
- Keep returning to the idea that privacy is a skill that gets easier with practice.

🗣️ Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
If someone wanted to find out where you go to school, what details might they look for on your social media — or your family's accounts — to figure it out?	Listen for clues the child already understands uniforms, school logos, location tags, repeated backgrounds, team schedules, or family posts. Keep the tone curious.
Have you ever posted a photo without thinking about what it might reveal in the background?	Do not criticize the old post. Ask what they notice now that they did not notice before.
Do you know what privacy settings are currently active on your accounts and devices? When did you last review them?	If they do not know, that is useful information. Make checking the settings part of the assignment rather than treating it as a failure.
Has a parent, relative, or friend ever posted something about you online without asking first? How did that feel?	This is a chance for adults to listen. If the child wants more say over what family members post, take that request seriously.
What information about you do you now realise may be publicly accessible that you did not intentionally share?	Focus on awareness and next steps. Do not turn this into a demand to erase the child's entire online identity.

Purpose: help the child see what is publicly visible, understand which settings control access, and make one practical privacy improvement without shame or panic.

Step-by-Step Instructions Use the matching Student Workbook pages while completing the activity. The writing areas below mirror the child task so the trusted adult can follow along.

Step 1 — Search Yourself

✏️ Assignment — Conduct a Privacy Audit

Together, search the child's full name and one commonly used username. Record what appears publicly.

Step 2 — Audit Two Accounts

Check who can see the account, who can contact the child, and which permissions are active.

Step 3 — Make One Change

Write down the privacy improvement you made today.

- Choose a future check-in date. Privacy settings and family needs change, so this is a habit to repeat.

👀 What success looks like

The child can name at least one thing that was publicly visible, understands one privacy control, and participates in making one concrete change.

Assignment

🫶 Adult role

Keep this collaborative. If the child discovers an old mistake, model the response you want them to expect in future: calm, practical, and focused on what to do next.

🔐 Assignment Review

Check	What "complete" looks like
Public search	Check what appears publicly for the child's name or username.
Two accounts	At least two accounts/settings were reviewed together.

One change	The child can identify the change that was made and why.
No-shame approach	The activity stayed focused on awareness and safety rather than punishment.
Next review	Have a rough plan to check privacy again.

🃏 Activity — Friend or Stranger?

Purpose: practise a clear boundary for online contacts. Friendly behaviour, shared interests, repeated messages, or a claimed age do not turn an online-only contact into a known real-life friend.

How to Play

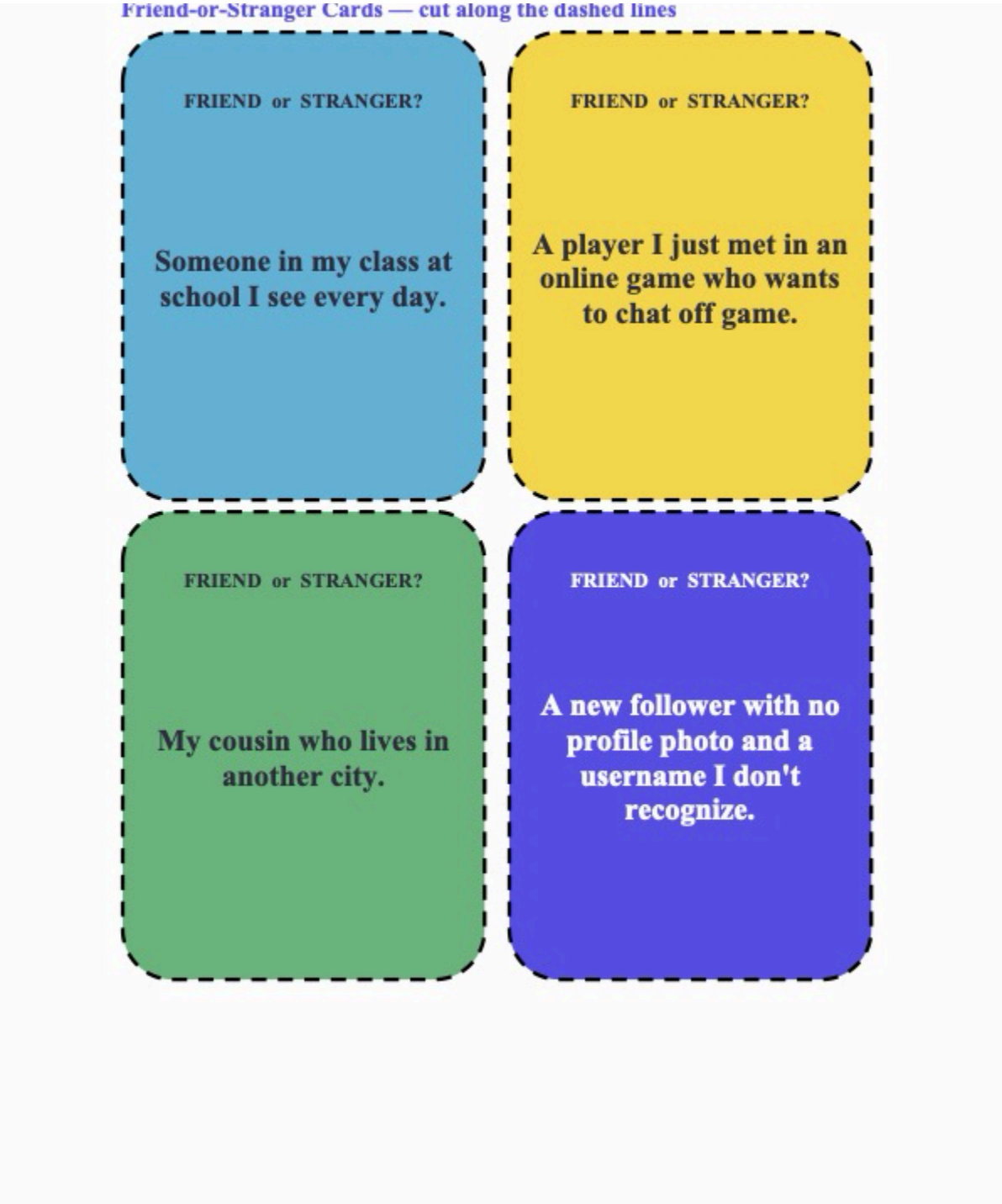
Cut out the cards. For each one, decide together: is this a real-life friend, or is this still a stranger? Some cards are tricky — that's the point. You can choose to get creative and cut out the cards and glue them on cardboard (or any medium) for more permanent cards

1. Use the 12 approved Friend or Stranger? scenario cards.
2. Read one card at a time. Let the child decide before the adult answers.
3. Ask for the reason: “What makes this person a friend or still a stranger under our rule?”
4. Check the answer key together.
5. Finish by asking how the answer might change if the person were verified by a trusted adult in real life.

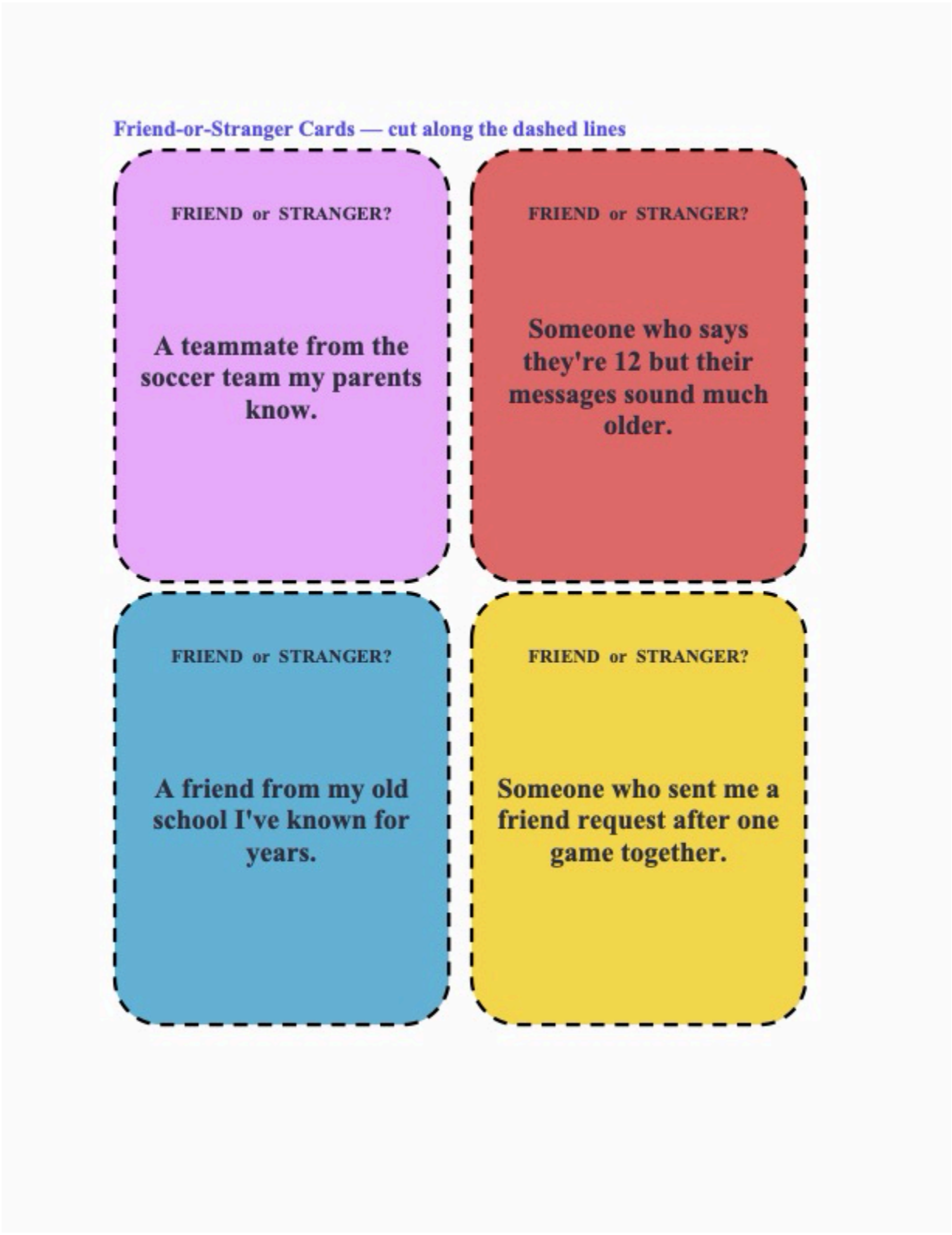
🧠 The rule

For this activity, a real friend is someone the child has met in person AND a trusted adult knows who they are. Anyone else should still be treated as a stranger until verified.

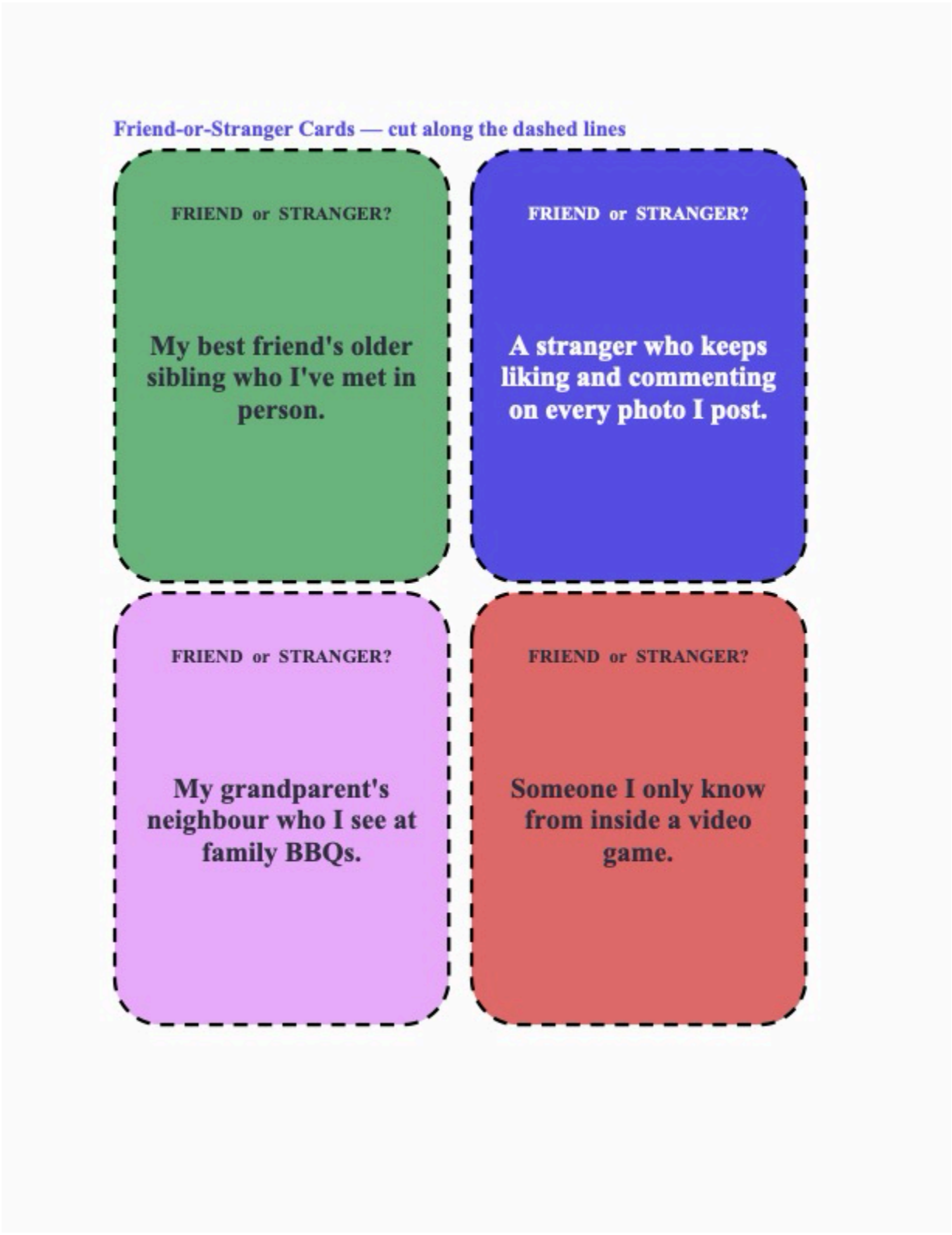
Friend-or-Stranger Cards — cut along the dashed lines



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



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



🔐 Friend or Stranger? — Answer Key & Adult Guidance

Answer	Card	Why
FRIEND	Someone in my class at school I see every day.	Known in person; a trusted adult can verify the relationship.
STRANGER	A player I just met in an online game who wants to chat off game.	Known only online; moving off platform does not make them a friend.
FRIEND BUT	My cousin lives in another city.	Explain that knowing someone in person or knowing their family does not guarantee safe behaviour. Review the cousin, sibling and neighbour examples against that distinction.
STRANGER	A new follower with no profile photo and a username I don't recognise.	Unknown identity.
FRIEND	A teammate from the soccer team my parents know.	Known in person and known to trusted adults.
STRANGER	Someone who says they're 12 but their messages sound much older.	Claimed age is not verification.
FRIEND	A friend from my old school I've known for years.	Known in real life.
STRANGER	Someone who sent me a friend request after one game together.	One online interaction does not establish a real-life friendship.
FRIEND	My best friend's older sibling who I've met in person.	Known in person and connected to a known family.
STRANGER	A stranger who keeps liking and commenting on every photo I post.	Repeated attention does not create a real-life relationship.
FRIEND	My grandparent's neighbour who I see at family BBQs.	Known in person and known by family.
STRANGER	Someone I only know from inside a video game.	Online-only contact remains a stranger until verified.

💬 **Debrief**

Ask: "What could an online-only person do to become verified?" The answer is not "send more messages." Verification requires a trusted adult and a real-world connection or another reliable independent check.

Lesson Quiz

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

A) A type of social media platform
B) Hidden data embedded in photos that can include exact GPS location coordinates
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

Answer Key

1	**B**	**Metadata is hidden information stored with a digital file and can include when and where a photo was taken.**
2	C	A single photo can combine several identifying clues; location data may add another clue when enabled.
3	D	Screenshots, copies, backups, or platform records may remain after the original is deleted.
4	B	Sharenting means adults posting photos or information about their children online.
5	C	Privacy settings and permissions should be reviewed regularly and adjusted as accounts, apps, and needs change.

📋 Trusted Adult Notes

What Success Looks Like

- The child can name at least two ways personal information can be revealed without directly typing an address or school name.
- The child understands that deletion does not guarantee every copy is gone.
- Completed a real privacy check without shame or punishment.
- At least one concrete privacy improvement was made.
- Can a child explain the Friend or Stranger? rule in their own words.

🌟 Lesson 2 Complete — Carry These Ideas Forward

- Information does not have to look “secret” to become identifying when several details are combined.
- Photos can reveal background clues and may contain hidden information.
- Deleted or disappearing content can still be copied or preserved.
- Privacy is a repeated habit, not a one-time setting.
- Someone who is friendly online is still an online stranger until they are independently verified.

✓ Do not rush the ending

Ask one final question: “What is the one privacy change from today that you want us to keep doing?”

➡️ Coming Up Next

Lesson 3 — People Aren’t Always Who They Say

Lesson 3 builds directly on today’s privacy work by showing how public information can be used to create believable fake identities and how AI can make verification more difficult.



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LESSON 3: PEOPLE AREN'T ALWAYS WHO THEY SAY TRUSTED ADULT GUIDE

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



TAYLORTEACHES.CA

Lesson 3 — People Aren't Always Who They Say

What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Trusted Adult preparation for verification conversations
- Lesson-content guide and Lesson 3 video guide
- Video Quick Check + independently checked answer key
- Discussion support
- Assignment: Test Your Detection Skills
- My Safety Circle activity guidance
- Lesson Quiz + independently checked answer key
- Trusted Adult notes, adaptations, and transition to Lesson 4

A note about this lesson
The goal is not to teach children to distrust everyone online. It is to teach them that a photo, voice, shared hobby, or confident story is not proof of identity. Verification is a habit, not a reason to panic.

How to Use This Lesson Guide

- Read the Key Definitions and lesson content together.
- Watch Lesson 3's video and complete the Quick Check.
- Use the discussion questions to explore how identity can be verified without demanding a personal disclosure.
- Complete the Detection Skills assignment with a safe example account or profile image.
- Do not contact a suspicious account to test it.
- Complete the My Safety Circle activity.
- Finish with the Lesson Quiz and review the answers together.

Lesson Overview

Lesson	3 — People Aren't Always Who They Say
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	Online identity can be faked. Safe families use several verification signals and involve a trusted adult before trusting an online-only contact.

Learning Goals

- Explain catfishing, deepfakes, AI-generated images, voice cloning, and fake personas.
- Use reverse image search as one verification clue rather than proof.
- Recognise fast intimacy, personal questions, secrecy, gifts, inconsistent stories, and pressure to move platforms as reasons to pause.
- Use more than one verification signal before trusting an online-only identity.
- Build three family verification questions.
- Identify safe adults and support contacts in a Safety Circle.

What You Need

- This Trusted Adult Guide
- The Lesson 3 Student Workbook pages
- A device with web access for the reverse-image-search demonstration
- A safe example profile image or account
- A pen or pencil
- The My Safety Circle worksheet

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Key Definitions	5–10 min	Read together
2	Lesson Content	10–15 min	Together
3	Video + Quick Check	Flexible	Watch/talk
4	Discussion Questions	5–15 min	Conversation
5	Detection Skills assignment	15–25 min	Together
6	My Safety Circle	10 min	Fill in together
7	Lesson Quiz	5–10 min	Together

Good stopping point
If the technical verification exercise starts to feel frustrating, stop after one successful search or one account review. The habit matters more than finishing every step in one sitting.

Key Definitions — Adult Reference

These definitions cover the same ideas as the Student Workbook, with wording suited to trusted adults. The workbook explains lateral reading: checking other reliable sources. It is one way to verify information.

Term	What It Means
Catfishing	Creating a false online identity to deceive another person into a relationship or conversation. It can be used to gain trust before manipulation or exploitation.
Deepfake	A digitally manipulated photo, video, or audio clip that makes a real person appear to say or do something they did not.
AI-Generated Image	An image created by artificial intelligence. It may look like a real photograph even when the person in it does not exist.
Voice Cloning	Technology that copies the sound of a person's voice from an audio sample so new speech can be generated in a similar voice.
Fake Persona	A made-up online identity built for a purpose, including a profile photo, backstory, interests, and other details.
Reverse Image Search	A tool that searches the web for other places an image appears. Results can provide clues about reuse, not proof of identity. No result does not establish that an image is AI-generated, fake, or safe; an original real photo may also return no result.
Verification	Checking a claim using more than one reliable clue or channel instead of trusting a profile, photo, or voice by itself.

Trusted Adult Tip

Reverse-image search is one clue, not proof. No result does not establish that an image is AI-generated, fake, or safe; an original real photo may also return no result. Finding the image elsewhere does not prove who is using it.

Trusted Adult Preparation

- Keep the lesson focused on verification, not suspicion of every online person.
- Do not challenge, contact, or arrange to meet a suspicious account as part of the assignment.
- Use a safe example profile image rather than a current concerning contact if that would escalate risk.
- If the child mentions a real contact that worries them, stop the activity and switch to calm support and safety planning.
- Do not shame the child for having trusted someone online. Deception works because it is designed to feel believable.
- Model the habit yourself: say out loud when one clue is not enough and you need a second source.

Useful phrase

"We don't have to prove this person is fake. We only need enough uncertainty to pause and check with a trusted adult."

Lesson Content Guide — What the Child Is Reading

The Problem: Anyone Can Be Anyone Online

Core message: A convincing false identity can be built quickly using a stolen or AI-generated photo, a made-up name, a backstory, and interests copied from a child's public profile. The profile does not need to be perfect. It only needs to look believable enough to start a conversation.

Ask
"What information from Lesson 2 could someone use to make a fake profile feel familiar?"

How AI Has Changed the Threat

Core message: AI can create realistic-looking faces, alter images and videos, and clone voices. These tools can make a false identity feel more convincing. A realistic photo or familiar-sounding voice is not enough by itself to prove who is on the other side.

Important
A realistic image or familiar voice increases believability, but neither is identity proof.

How to Spot a Fake: Practical Skills

Core message: Use several clues together. Check the account's age and history. Reverse-image-search a profile photo. Notice whether the story stays consistent. Be cautious if someone moves very quickly, asks for personal information, pressures you to move to a private app, requests photos, gives gifts, or asks for secrecy. Verify important claims through a separate, known channel.

Verification rule
Combine clues: account history, consistency, pace, requests, platform changes, image search, and independent confirmation.

Gaming and Online Communities

Core message: Games and online communities can create fast connections because people already share an interest. That can be positive, but shared interests do not verify identity. Voice chat, private messages, and in-game gifts can make an online-only contact feel more familiar than they really are. Stay connected to trusted adults and verify before treating an online contact as someone you truly know.

Video Guide — Lesson 3

The video covers targeted fake identities, AI-generated faces, voice cloning, verification habits, conversation red flags, and gaming/online-community risks.

While Watching — Listen For

- How public information from Lesson 2 can be used to tailor an approach
- Why AI-generated images and original real photos may both return no reverse-image-search results
- How voice cloning can create false familiarity
- Why reverse-image search is only one clue
- Which conversation patterns should trigger a pause
- Why shared interests and gifts do not verify identity

Quick Check approach
Let the child answer first. Correct the safety principle, not the child. This is practice for pausing and checking, not a score.

Video Quick Check — Trusted Adult Reference Copy

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

Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	Public information can be used to tailor a believable approach.	What information from a public profile could make someone seem familiar?
2	A	Reverse-image search can reveal reuse, but one result or no result is not identity proof.	What other clue would you check next?
3	B	Fast closeness, personal questions, secrecy, and pressure to move platforms are reasons to pause.	Who would you tell first?

Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
Has anyone online ever seemed unusually interested in you very quickly — asking personal questions early or offering excessive compliments?	Do not ask for a name or story if the child does not want to share one. Focus on the pattern.
Have you ever tried to verify whether an online profile was real? How would you go about checking?	Look for multiple methods: image search, account history, separate-channel confirmation, and trusted-adult help.
If someone you played games with online asked to move the conversation to a private chat app, what would you do?	Moving to another app is not proof of harm, but it can remove protections and should trigger a pause and trusted-adult check.
Do you think you could tell the difference between a real photograph and an AI-generated one? What would you look for?	Emphasise that visual inspection alone is unreliable. Verification should not depend on whether a face 'looks AI.'
What specific things would make you suspicious that someone online was not who they claimed to be? List at least three red flags.	Build the list together: fast intimacy, inconsistent story, requests for secrecy, gifts, pressure, personal questions, photo requests, or off-platform movement.

Assignment — Test Your Detection Skills

Purpose: turn verification into a habit using a safe practice example.

1. Choose a safe profile photo or account to examine. Do not contact a suspicious person as part of the exercise.
2. Run a reverse image search and record what appears.
3. Review the account history and red-flag checklist.
4. Write a calm assessment rather than declaring the person 'real' or 'fake' from one clue.
5. Build three family verification questions the child can use before trusting a new online contact.

What success looks like
The child can explain that one clue is not proof, knows at least three verification signals, and knows to involve a trusted adult when identity is uncertain.

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Assignment Review

Check	What complete looks like
Image search	A safe example was searched, and the result was interpreted as one clue, not proof.
Account review	The child checked history, consistency, requests, pace, and platform changes.
No confrontation	Nobody contacted a suspicious account to test it.
Verification questions	Three usable family questions were written.
Trusted-adult connection	The child knows who to involve if something still feels uncertain.

Activity — My Safety Circle

Purpose: remind the child that verification and online safety are not solo jobs. A complete Safety Circle includes safe adults, places, and support contacts the child can realistically reach.

- At least one trusted adult at home or in family
- A safe adult at school or in an activity/community setting
- A backup adult outside the immediate household
- An appropriate support line or service
- A clear way the child knows how to reach at least one person immediately

No fixed answer key
A strong Safety Circle is personal. The important check is whether the people and resources are genuinely safe, reachable, and understood.

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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🔐 Real or Fake? Spot the Trick

Lesson 3 Game Answer Key

TRAUMA-INFORMED GAME GUIDANCE

Keep the conversation calm, collaborative, and free from blame. Learners are never in trouble for feeling unsure, clicking first, replying first, or asking for help. The goal is not perfect detection; the goal is pausing and involving a trusted adult. Shuffle the ten scenario cards and choose six for each game. Use one tracker row per card. Work towards 12 stars: one for noticing a clue and one for naming a safe action in each round. Save the other four cards for another game.

Scenario Key

#	Scenario	Decision	Why	Safe next step
1	**Secret Friendship**	**PAUSE & CHECK**	Requests for secrecy from trusted adults are an important warning sign.	Stop the conversation and tell a trusted adult. You are not in trouble.
2	**Homework Check-In**	**SEEMS TRUSTWORTHY**	This is a normal, low-pressure message with no request for private information.	A brief answer is generally okay. Share anything confusing with a trusted adult.
3	**Strange Video**	**PAUSE & CHECK**	Videos and voices can be edited or generated. Unusual content deserves a calm check.	Do not share it. Show a trusted adult and verify through another reliable way.
4	**Answer Right Now**	**PAUSE & CHECK**	Pressure, urgency, and requests for personal details are strong warning signs.	Do not reply or share details. Pause and tell a trusted adult right away.
5	**Funny Picture**	**SEEMS TRUSTWORTHY**	This is a friendly, low-pressure interaction without an obvious warning sign.	Respond kindly if you choose. Pause if the image or message feels unusual.
6	**Prize Password**	**PAUSE & CHECK**	Passwords are private. A trustworthy prize should never require a password.	Do not enter the password. Close the message and tell a trusted adult.
7	**Usual Class Space**	**SEEMS TRUSTWORTHY**	The message appears in the expected place and does not pressure anyone or request private details.	Read the reminder. If anything looks different, check with the teacher or a trusted adult.
8	**Urgent Voice Message**	**PAUSE & CHECK**	Voices can be copied, and urgent money requests should be verified separately.	Do not send anything. Tell a trusted adult and contact the person another way.
9	**Animal Video Link**	**SEEMS TRUSTWORTHY—with care**	There is no obvious pressure, but links can still lead somewhere unexpected.	Ask a trusted adult before opening an unfamiliar link. It is always okay to wait.
10	**Look-Alike Account**	**PAUSE & CHECK**	Photos can be copied, and unusual writing plus personal questions may mean the account is not your friend.	Do not answer. Show a trusted adult and check with your friend another way.

What to Accept

Learner response	Trusted-adult guidance

Seems trustworthy	Accept when the learner identifies no current warning sign and still understands that checking is always allowed.
Pause & check	Accept when the learner notices pressure, secrecy, private-information requests, unusual behaviour, or a reason to verify.
Unsure	Treat uncertainty as a successful pause. Ask what information would help and which trusted adult could check alongside them.
Changed answer	Celebrate revision after discussion. Changing an answer is evidence of learning, not a mistake to punish.

Discussion Prompts

LEARN ALONGSIDE THE CHILD

- Which clue made you pause?
- What could we check without replying to the message?
- How could a picture, video, or voice seem real even when it was changed?
- Which trusted adults could help in different places?
- What reassuring words would help a friend who clicked or replied before noticing?

CLOSING MESSAGE

You do not need to be an expert at spotting every fake. Pause when something feels unusual, keep private information private, and share the situation with a trusted adult. Asking for help is always a strong choice.

Lesson Quiz — Trusted Adult Reference Copy

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

Lesson Quiz Answer Key

Q	Answer	Discussion notes
1	B	Catfishing is the use of a false online identity to deceive another person.
2	C	No result means the search found no match. An original real photo may also return no result. This does not establish that an image is AI-generated, fake, or safe; use other clues and independent verification.
3	B	Voice cloning copies the sound of a person's voice from an audio sample and can be used for impersonation.
4	C	Fast closeness, early personal questions, and pressure to move to a private platform are a strong combination of warning signs.
5	B	Online communities can create familiarity without verifying identity; shared interests, voice, messages, and gifts are not proof.

Trusted Adult Notes

- The child understands that a believable profile is not identity proof.
- The child can name several verification methods.
- The child understands that no reverse-image result does not establish whether an image is AI-generated, fake, or safe; an original real photo may also return no result.
- The child knows not to confront or test a suspicious account.
- The child has a reachable Safety Circle and knows which adult to involve first.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Use made-up profiles and focus on three habits: pause, check, tell.
Anxious or sensitive child	Avoid real suspicious accounts. Practise with a neutral example profile and keep the focus on skills.
Older / independent child	Let the child lead the account-history and verification review, then explain their reasoning.
Neurodivergent / needs more structure	Use a short checklist: image → account age/history → story consistency → requests → trusted-adult check.

Lesson 3 Complete — Carry These Ideas Forward

- A realistic photo or familiar voice is not proof of identity.
- One verification clue is not enough; combine signals.
- Fast closeness, secrecy, personal questions, gifts, and pressure to move platforms deserve a pause.
- Never contact a suspicious account just to test it.
- Bring uncertainty to a trusted adult before the situation escalates.

Coming Up Next

Lesson 4 — Where Online Risks Can Appear

Lesson 4 builds on verification by looking at the spaces and platform features where risky contact can occur — including private messaging, livestreaming, gifting, and public-to-private movement.



LESSON 4: WHERE ONLINE RISKS CAN APPEAR TRUSTED ADULT GUIDE

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



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Lesson 4 — Where Online Risks Can Appear

What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Key Definitions matching the Student Workbook
- Trusted Adult preparation for discussing real platforms without panic or punishment
- Lesson-content guide and Lesson 4 video guide
- Video Quick Check + answer key
- Discussion support
- Assignment: Map Your Digital Landscape
- Spot the Red Flag activity guidance + cards + answer key
- Lesson Quiz + answer key
- Trusted Adult notes, adaptations, and transition to Lesson 5

A note about this lesson
The goal is not to ban every app. The lesson focuses on features and patterns that can appear across many platforms so families can keep using the same safety skills even when apps change.

How to Use This Lesson Guide

- Read the Key Definitions and lesson content together.
- Watch the Lesson 4 video and complete the Quick Check.
- Use the Discussion Questions to identify the child's actual digital spaces without punishment for honest answers.
- Complete the Digital Landscape assignment together.
- Play Spot the Red Flag.
- Finish with the Lesson Quiz and review the answers together.

Lesson Overview

Lesson	4 — Where Online Risks Can Appear
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	The risk is not one app. Families need to recognise risky features and public-to-private patterns that can appear across platforms.

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Learning Goals

- Explain the purpose of DMs, livestreaming, encrypted messaging, recommendation feeds, and in-game gifting.
- Recognise off-platform migration and a public-to-private pivot.
- Identify which apps, games, and platforms allow contact from strangers.
- Audit platform features rather than judging safety by app name alone.
- Practise identifying red-flag scenarios.
- Make one concrete digital-safety change.

What You Need

- This Trusted Adult Guide
- The Lesson 4 Student Workbook pages
- Access to the child's current apps/games/platforms with their participation
- A pen or pencil
- The Spot the Red Flag card pages

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Key Definitions	5–10 min	Read together
2	Lesson Content	10–15 min	Together
3	Video + Quick Check	Flexible	Watch/talk
4	Discussion Questions	5–15 min	Conversation
5	Digital Landscape assignment	15–30 min	Together
6	Spot the Red Flag activity	10–15 min	Sort + discuss
7	Lesson Quiz	5–10 min	Together

Flexible pacing
If the account inventory gets long, stop after the most-used platforms and return later. One useful feature change is better than a rushed audit of everything.

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Key Definitions — Adult Reference

Use the same wording as the Student Workbook so the two documents stay aligned.

Term	What It Means
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.

Trusted Adult Tip

Keep the emphasis on patterns. A platform having DMs or livestreaming does not automatically make every interaction unsafe; it means families should understand the feature and set boundaries.

Trusted Adult Preparation

- Explain that the discussion is collaborative. The child can use imagined examples, pause, or ask for support without being pressured to reveal an account.
- Ask before opening accounts or changing settings unless there is an immediate safety concern.
- Focus on what the feature allows, not whether the app is 'good' or 'bad.'
- If the child describes a real contact who moved them to a private app, asks for secrecy, gifts, location, or private images, stop the lesson and move into calm support.
- Do not shame gaming, livestreaming, or social media use. Honest disclosure is more useful than perfect compliance.

Useful phrase
"I would rather know the real apps you use and help you make them safer than have you hide them because you think you'll get in trouble."

Lesson Content Guide — What the Child Is Reading

Where Online Contact Can Happen

Core message: Online enticement can occur across social media, messaging apps, online games, and other platforms. In 2025, NCMEC received 1.4 million reports concerning online enticement, including more than 80,000 reports concerning sextortion. These are reports received by the U.S.-based NCMEC CyberTipline, which refers to reports in the United States and around the world; they are not a count of unique children or a prevalence estimate. Source: NCMEC CyberTipline Data, 2025.

Ask
"Which of these spaces or features are part of your normal online day?"

The Features That Create Risk

Core message: 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.

Keep the focus on features
The same risky feature can appear in many apps. This is why the audit looks at DMs, livestreaming, gifting, disappearing content, recommendations, and privacy settings.

The Off-Platform Migration Tactic

Core message: 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.

Rule to remember
“If they ask to move the chat somewhere private, tell a trusted adult before doing anything else.”

What Different Age Groups Face

Core message: 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).

Video Guide — Lesson 4

The video names common platforms and then shifts the focus to the features that create risk. Its key message is that the safest long-term skill is recognising patterns, not memorising a list of banned apps.

While Watching — Listen For

- Which platform features appear again and again
- Why off-platform migration matters
- Why a recommendation feed is not identity verification
- How gifting can create obligation
- How age changes the kinds of risks families should discuss
- The Digital Landscape assignment

Quick Check approach
Let the child answer first. If an answer is wrong, ask what made that option seem reasonable before reviewing the safety idea.

Video Quick Check — Trusted Adult Reference Copy

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

Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	Risky features can exist across many platforms, so feature awareness lasts longer than app-specific rules.	Which feature worries you most?
2	B	Moving to another app may reduce visibility, moderation, and access to the original reporting context. Pause and ask a trusted adult for help first.	What words could you use to pause the conversation?
3	A	Gifts can create a feeling of obligation before another request appears.	How could you accept help without owing someone anything?

Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
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.	Listen for awareness of messaging features. Accept made-up examples and respect a choice to pause or skip. Do not turn the question into an account inspection.
Of those platforms, which ones have a "discover," "for you," or recommendation feature that shows you accounts of strangers?	Help the child notice that recommendation systems introduce strangers even when the child did not search for them.
Imagine someone in a game asks you to move to a different app to keep chatting. What could you say or do before deciding?	Listen for pausing, checking with a trusted adult, and resisting pressure to move the chat. No personal experience is needed. If the child shares a concern, listen calmly.
Which of your platforms allow disappearing messages or stories? Does that change how you communicate?	Use this to discuss whether disappearing content changes behaviour or creates a false sense of safety.
What would help a child feel comfortable asking a trusted adult about an app or account? You can answer using an imagined situation.	Listen for what would make asking for help easier: a calm response, privacy, time, and freedom from blame. An imagined answer is enough; do not ask the child to reveal an account.

Assignment — Map Your Digital Landscape

Purpose: create a real inventory of communication platforms and identify which features deserve attention.

1. List every app, game, and platform the child currently uses that allows communication.
2. For each one, check whether strangers can DM, livestreaming is available, gifting exists, messages disappear, strangers are recommended, and the account is private.
3. Use “?” when you do not know. A question mark simply becomes the next thing to check together.
4. Choose one specific change to make today.
5. Keep the audit collaborative and repeat it as apps or accounts change.

What success looks like
The child has a realistic inventory, understands at least one risky feature, and makes one concrete change without turning the activity into punishment.

Assignment Review

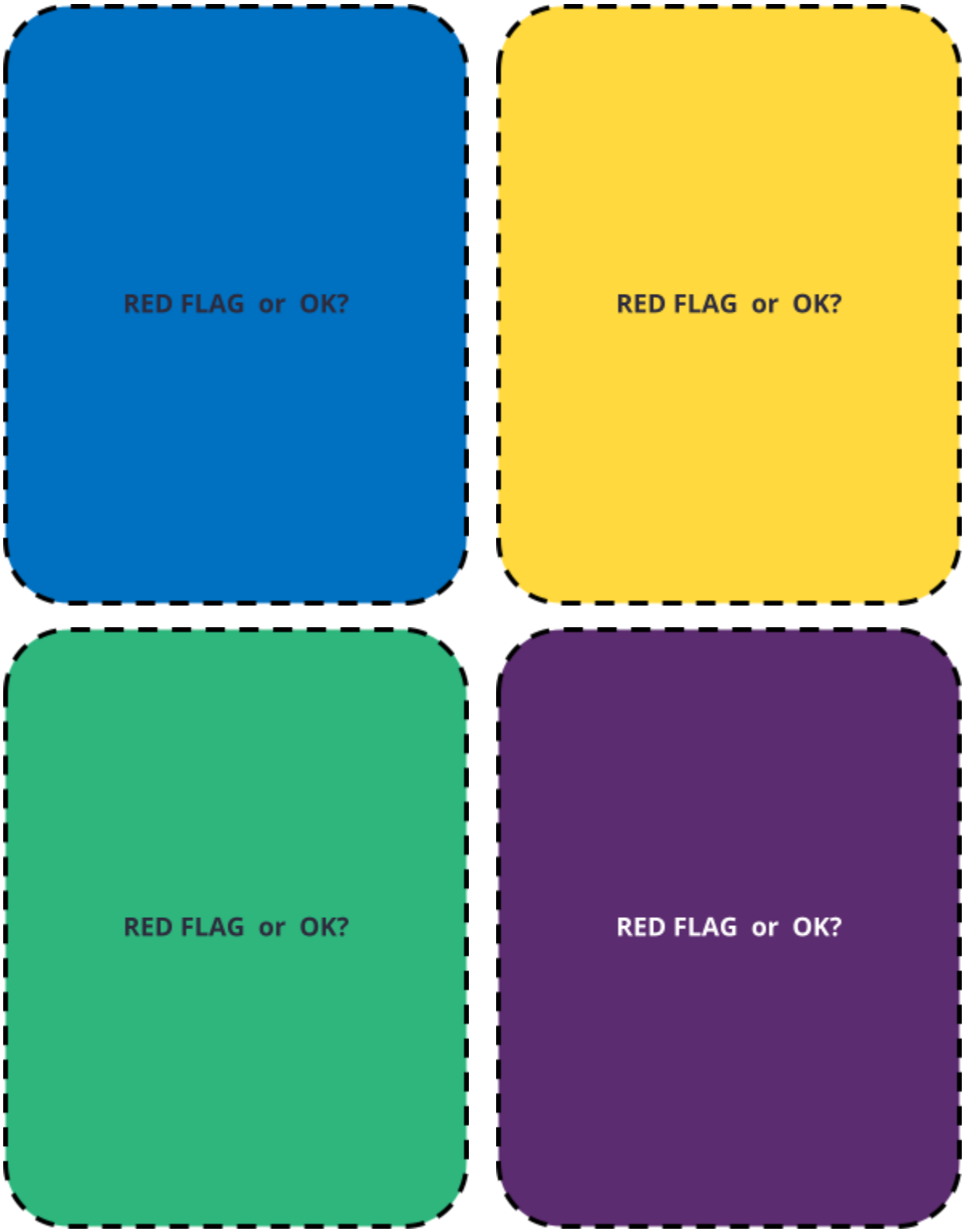
Check	What complete looks like
Account list	The child named the main platforms they actually use.
Feature audit	Checked DMs, livestreaming, gifting, disappearing content, recommendations, and privacy.
Unknowns	Any "?" becomes a follow-up item rather than a failure.
One change	At least one setting, permission, contact rule, or account choice was changed.
No-shame approach	The child was able to be honest without being punished for naming an account.

Activity — Spot the Red Flag

Purpose: practise noticing requests, pressure, secrecy, gifts, location questions, and other patterns that should trigger a pause and trusted-adult conversation.

- Read one approved scenario card at a time.
- Let the child choose RED FLAG or OK before the adult answers.
- Ask what detail caused the decision.
- Check the answer key together.
- Emphasise that combinations of small warning signs can matter even when one detail seems minor.

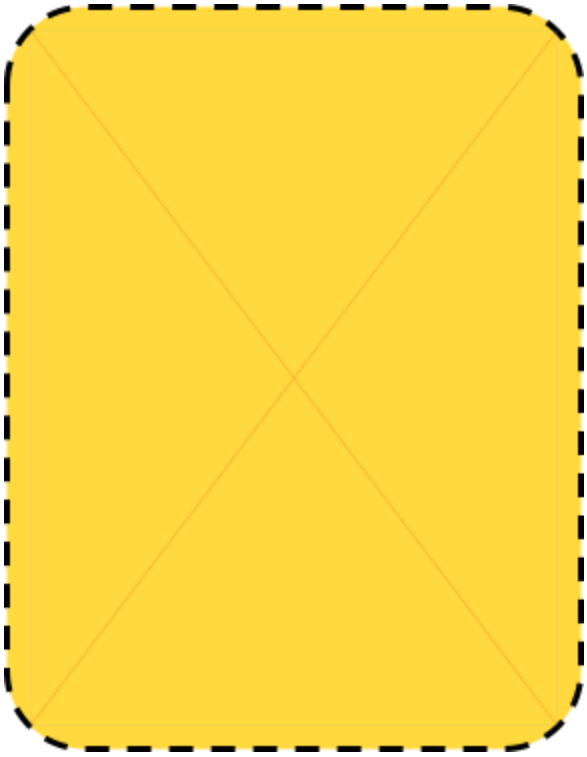
Red Flag, or OK? Cards — cut along the dashed lines



RED FLAG or OK?

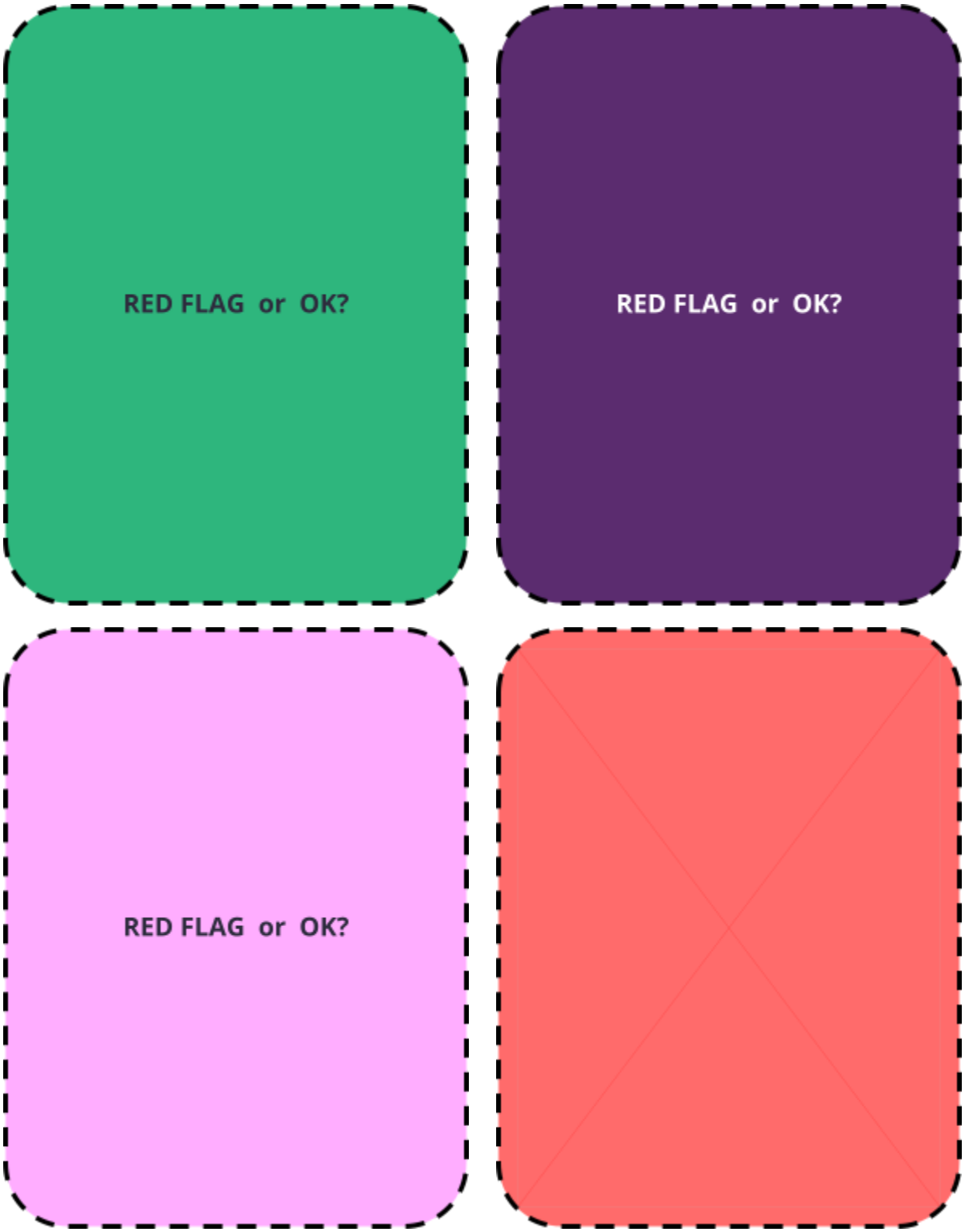
RED FLAG or OK?



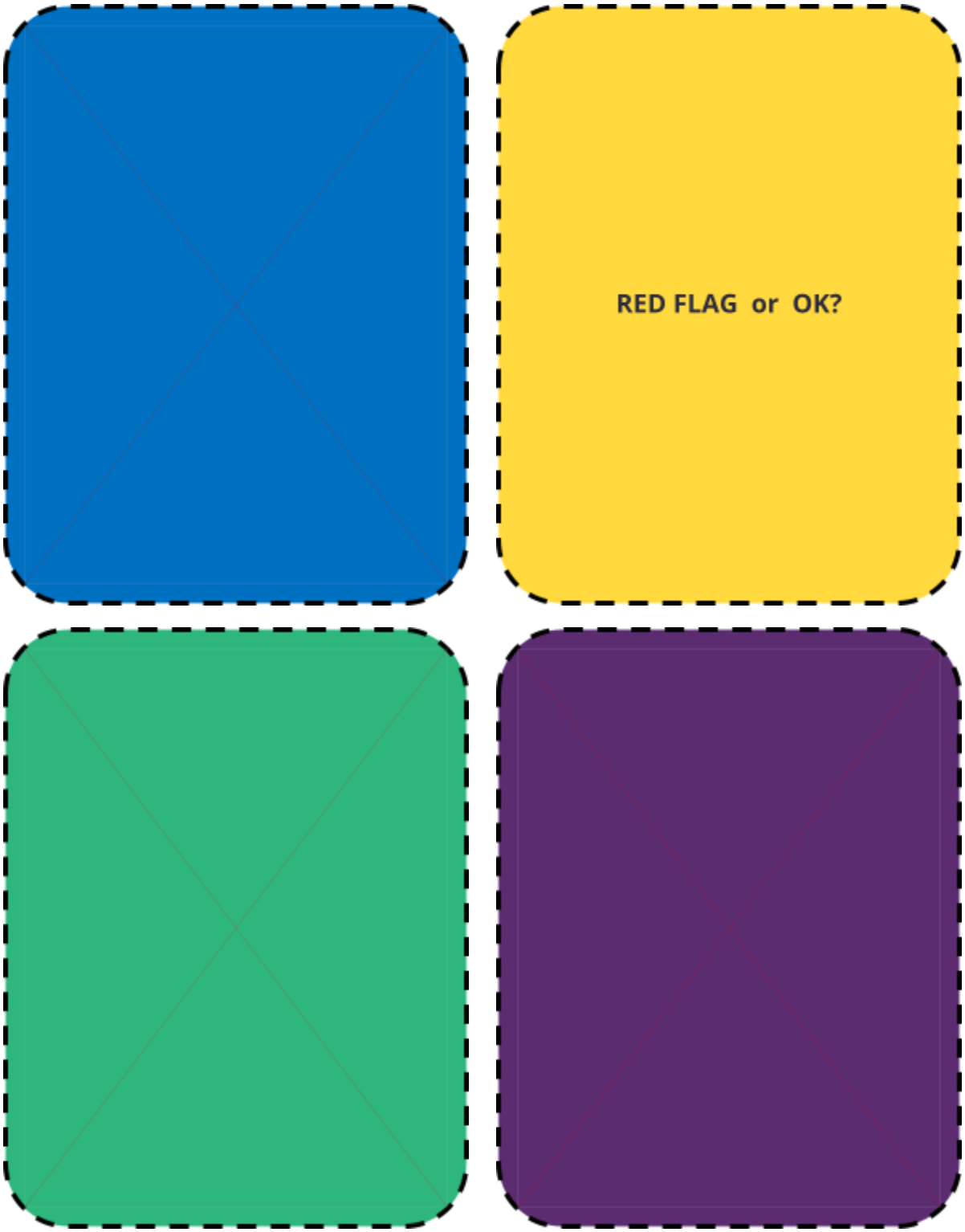


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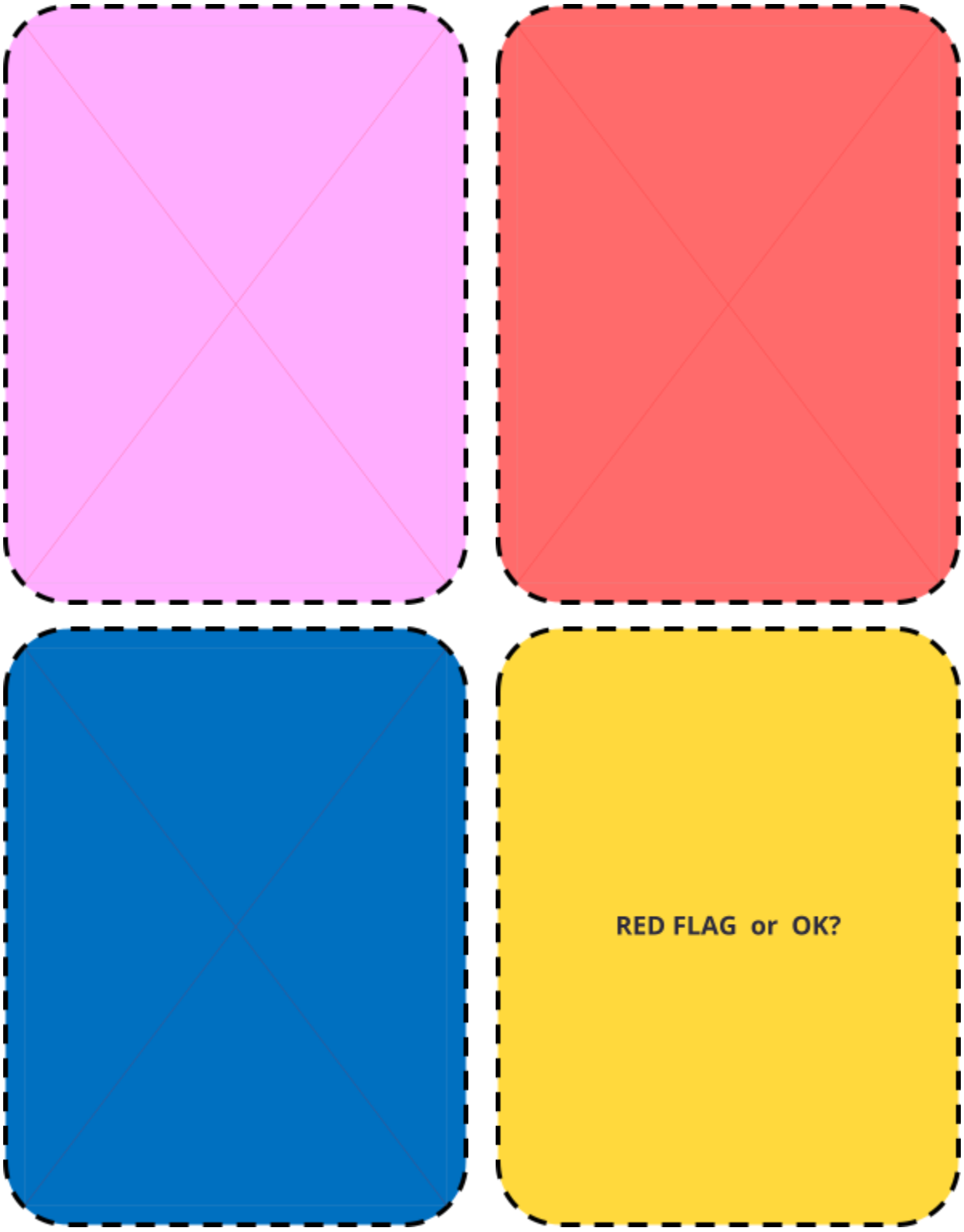
Red Flag, or OK? Cards — cut along the dashed lines



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



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



Spot the Red Flag — Answer Key & Adult Guidance

Answer	Scenario
RED FLAG	Someone asks you to move to a private app to keep talking.
RED FLAG	A friend you just made online tells you they love you after three days.
RED FLAG	Someone asks you not to tell your parents about your conversations.
RED FLAG	A new contact offers you free V-Bucks, Robux, or game skins.
RED FLAG	An adult online says you're more mature than other kids your age.
RED FLAG	Someone asks for a picture of you in your pajamas or swimsuit.
RED FLAG	A new friend says they will hurt themselves if you stop talking to them.
RED FLAG	Someone you only know online sends a personal photo and pressures you to send a more private or revealing photo back.
RED FLAG	A new contact wants to know what time your parents are out of the house.
RED FLAG	Someone gets angry when you say no to something.
RED FLAG	A stranger says they understand you better than your family does.
RED FLAG	Someone asks for your school's name, schedule, or what you wear to school.
RED FLAG	Someone says you'll get in trouble if you tell an adult about them.
RED FLAG	Someone keeps messaging you late at night when the adults are asleep.
RED FLAG	A new online friend asks which bus stop or park you go to.
OK	A friend from class asks if you want to play the same game tonight.
OK	Your cousin sends you a funny video you have both seen before.
OK	A teammate asks your parents for a ride to practice on Saturday.
OK	A classmate invites you to a group chat your trusted adult knows about.
RED FLAG	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.

Debrief

Ask which red flags felt obvious and which felt small. Reinforce that the lesson is about pausing and involving a trusted adult, not proving someone is dangerous.

Lesson Quiz — Trusted Adult Reference Copy

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 Quiz Answer Key

Q	Answer	Discussion notes
1	A	Pausing and asking a trusted adult for help gives the child support before replying or deciding what to do next.
2	B	Moving away from the original platform may reduce visibility, moderation, and access to the original reporting context. It does not remove every protection or prevent reporting.
3	C	NCMEC reports that teenage boys are frequently targeted in reported financial sextortion cases. This is reporting data, not a claim that every case involves this group.
4	C	A gift alone does not prove harmful intent. Pause and talk with a trusted adult, especially if gifts are linked to pressure, secrecy, or uncomfortable requests.
5	B	The lesson's central idea is that risky features appear across many platforms, so banning one app does not remove the underlying pattern.

Trusted Adult Notes

- The child can name the platforms they actually use.
- The child understands that risky features can appear across many apps.
- The child knows the off-platform migration rule.
- The child made one concrete safety change.
- The child can identify common red-flag scenarios and knows to involve a trusted adult.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Audit only the games/apps they use most. Focus on DMs, gifts, and the rule to tell a trusted adult before moving to a private app.
Anxious or sensitive child	Avoid reading every risk statistic aloud. Focus on practical features.
Older / independent child	Let the child lead the feature audit and explain which settings they would change.
Neurodivergent / needs more structure	Use a short checklist for each platform: strangers can message? gifts? disappearing content? recommendations? private account?

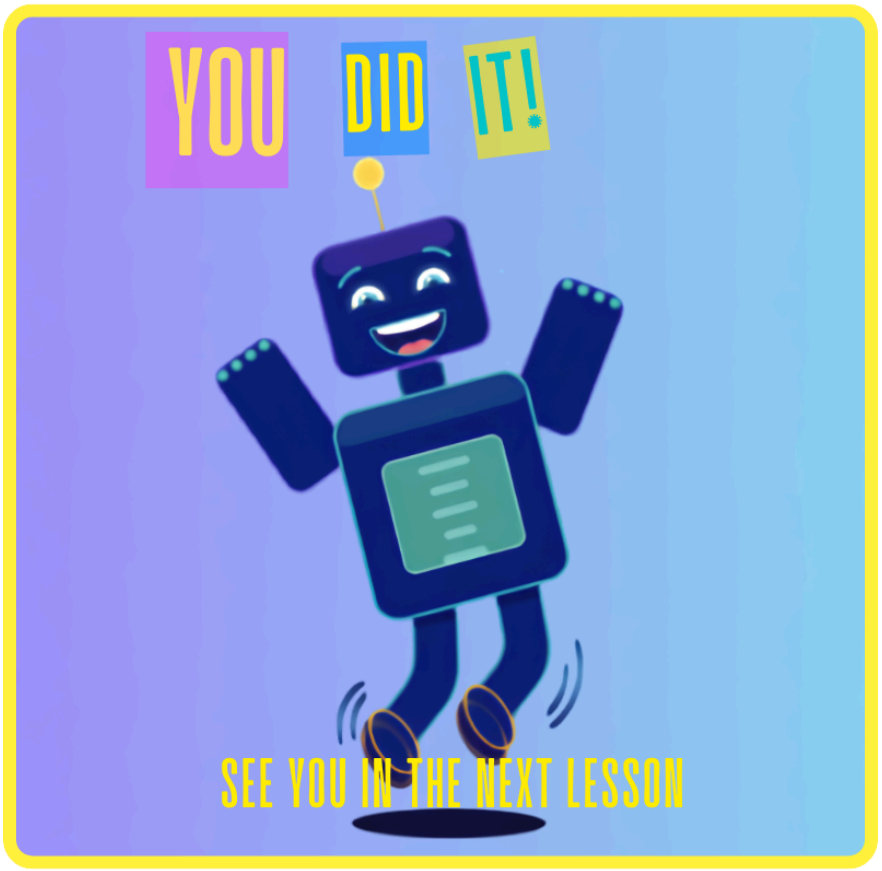
Lesson 4 Complete — Carry These Ideas Forward

- The risk is usually in platform features and patterns, not one app name.
- Moving a conversation from public to private is an important warning sign.
- Gifts can create pressure or obligation.
- Recommendation feeds can introduce strangers without verifying them.
- Honest conversations make accounts and feature audits more useful.

Coming Up Next

Lesson 5 — Grooming: How Trust Can Be Misused

Lesson 5 builds directly on today's red flags by slowing down the grooming process and showing how trust, attention, secrecy, and gradual boundary changes can be used to manipulate a child.


YOU DID IT!
SEE YOU IN THE NEXT LESSON

LESSON 5: GROOMING-HOW TRUST CAN BE MISUSED TRUSTED ADULT GUIDE

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



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Lesson 5 — Grooming — How Trust Can Be Misused

What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Key Definitions matching the Student Workbook
- Trusted Adult preparation for a sensitive grooming lesson
- Lesson-content guide and Lesson 5 video guide
- Video Quick Check + independently checked answer key
- Stop, Block, Tell + Online Safety Pledge
- Discussion support
- Assignment: Name the Pattern Together
- Lesson Quiz + independently checked answer key
- Trusted Adult notes, adaptations, and transition to Lesson 6

A note about this lesson
Grooming is taught as a pattern because the behaviour can look kind, supportive, or ordinary at first. The goal is not to make a child suspicious of every caring adult. The goal is to give them language for secrecy, isolation, boundary testing, and gradual escalation.

How to Use This Lesson Guide

- Read the Key Definitions and lesson content together.
- Watch Lesson 5's video and complete the Quick Check.
- Practise Stop, Block, Tell.
- Read and sign the Online Safety Pledge.
- Use the Discussion Questions without pressing for names or details.
- Complete the six-stage assignment and write your no-unsafe-secrets commitment.
- Finish with the Lesson Quiz and review the answers together.

Important
If the child shares something real, stop teaching. Listen calmly, thank them for telling you, and focus on safety and support rather than finishing the lesson.

Lesson Overview

Lesson	5 — Grooming — How Trust Can Be Misused
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	Grooming often looks like kindness and closeness at first. Recognising secrecy, isolation, boundary testing, and gradual escalation helps families interrupt the pattern earlier.

Learning Goals

- Explain the six-stage grooming pattern in plain language.
- Recognise that grooming can begin with kindness, attention, gifts, and emotional support.
- Explain why secrecy and isolation are important warning signs.
- Describe what 'testing the bond' means.
- Use Stop, Block, Tell when an online interaction feels unsafe.
- Write a rule about unsafe secrets and help-seeking.

What You Need

- This Trusted Adult Guide
- The Lesson 5 Student Workbook pages
- A pen or pencil
- Enough unhurried time to pause or split the lesson if needed

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Key Definitions	5–10 min	Read together
2	Lesson Content	10–15 min	Together
3	Video + Quick Check	Flexible	Watch/talk
4	Stop, Block, Tell + pledge	10 min	Practise together
5	Discussion Questions	5–15 min	Conversation
6	Name the Pattern assignment	15–25 min	Together
7	Lesson Quiz	5–10 min	Together

Flexible pacing
This lesson is emotionally heavier than the earlier privacy lessons. Splitting it across two sittings is completely fine.

Key Definitions — Adult Reference

Use the same wording as the Student Workbook so both documents stay aligned.

Term	What It Means
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.

Trusted Adult Preparation

- Do not ask the child to identify a real person unless they choose to.
- Do not use the lesson to test whether the child has 'good judgement.' Grooming is designed to manipulate trust.
- Keep your face and voice calm if the child says something unexpected.
- Do not promise secrecy. If a safety concern is disclosed, explain that you may need help from other safe adults or services.
- Do not lead with punishment, device removal, or blame. Fear of consequences can shut down disclosure.
- Remember that grooming can involve someone the family already knows, not only an online stranger.

Useful response
"Thank you for telling me. I believe you. You are not in trouble. We will figure out the next step together."

Lesson Content Guide — What the Child Is Reading

Why Grooming Works: It Looks Like Kindness

Core message: 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/.

Ask
"Why can kindness make a harmful pattern harder to notice?"

The Six Stages of Grooming

Core message: 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.

Focus on Stage 5
Testing the bond is easy to miss because the first request may seem small. The lesson asks families to notice the pattern before the request becomes more serious.

The Secrecy Trap

Core message: Unsafe secrecy is an important warning sign. It may sound like: "This is our special secret." "Your parents would not understand." "If you tell, this will end." A child can ask a trusted adult for help even if someone threatens to end the relationship.

No-unsafe-secrets rule
Healthy adults do not need a child to hide a relationship, gift, conversation, or boundary crossing from safe adults.

Breaking the Pattern Early

Core message: 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.

Trauma-Informed Note

Someone who has been groomed may still miss, grieve, or feel confused about the relationship. Those feelings do not make them responsible for the manipulation. The person who chose to misuse trust is responsible.

Video Guide — Lesson 5

The video slows the grooming process down into six stages: target selection, gaining trust, filling a need, introducing secrecy, testing the bond, and desensitisation/escalation. Its central message is that grooming can look like kindness before it looks unsafe.

While Watching — Listen For

- Why kindness and attention can make grooming difficult to recognise
- How a person may deliberately fill a child's emotional need
- Why secrecy is the hinge point
- How a small secret or boundary test can lead to escalation
- Why grooming may involve someone already known and trusted
- How calm disclosure responses help break the pattern

Quick Check approach
Let the child answer first. If they are unsure, return to the pattern rather than asking whether they think they would personally 'fall for it.'

Video Quick Check — Trusted Adult Reference Copy

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

Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	Grooming can mimic a healthy relationship because it often begins with attention, warmth, gifts, and support.	What would make kindness start to feel like pressure?
2	A	Secrecy can cut the child off from the safe adults who might recognise the pattern and help.	What kind of secret should always be shared?
3	C	The rule is to tell a trusted adult when an adult, older peer, or online contact asks for an unsafe secret.	Who would you tell first?

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Stop, Block, Tell — Adult Guidance

The Student Workbook gives three actions to remember. Help-seeking comes first: the child can tell a trusted adult at any point. Preserve evidence only when safe and without copying intimate images of minors.

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.

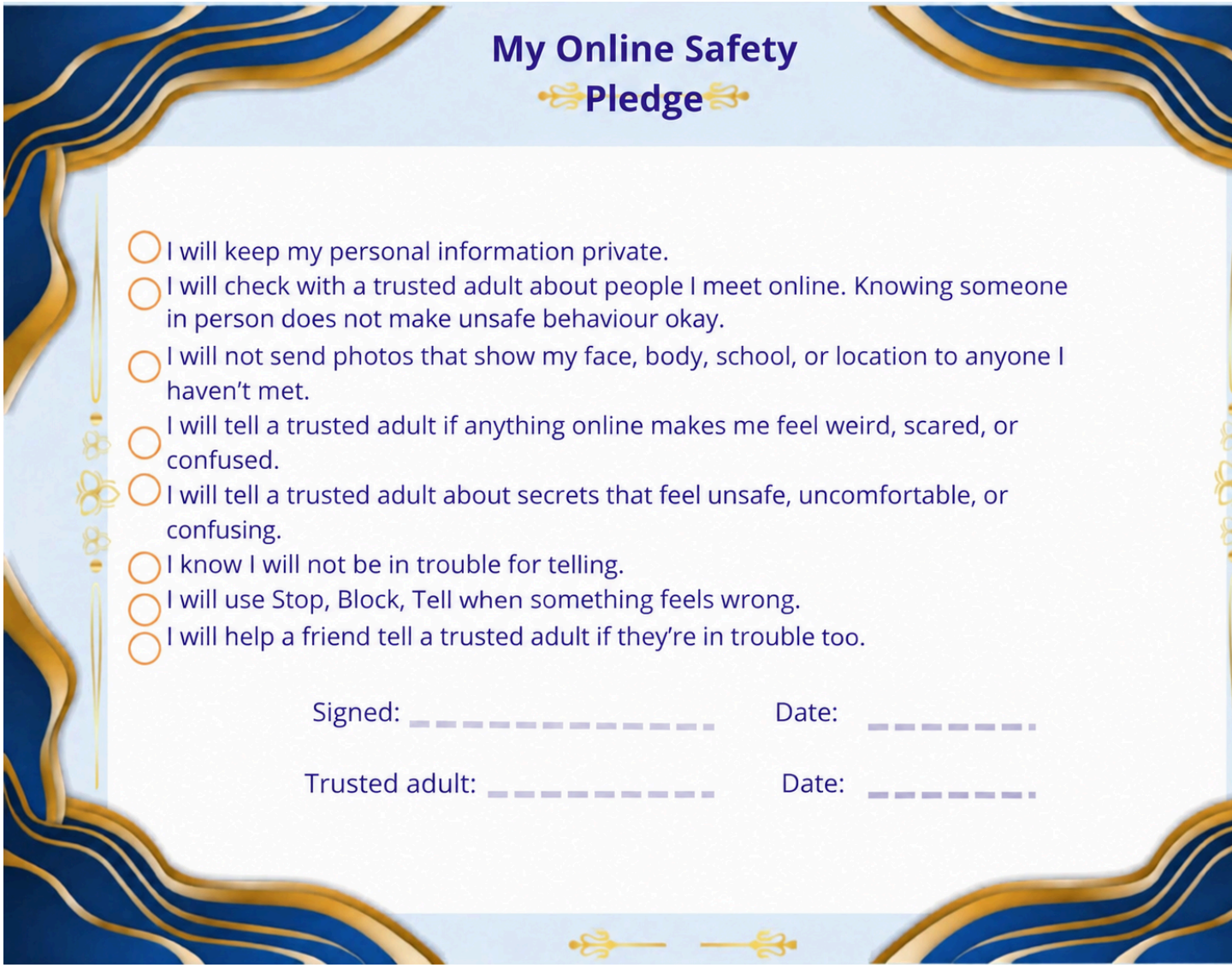
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3. TELL

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.

My Online Safety Pledge

Use the updated pledge text in the Lesson 5 Student Workbook when signing. Knowing someone in person does not make unsafe behaviour okay. Tell a trusted adult about secrets that feel unsafe, uncomfortable, or confusing. The image below is a visual reminder.



Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
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.	Accept a made-up example or a pass. Listen for asking a trusted adult for help about unsafe or uncomfortable secrets. If the child shares something real, listen calmly and focus on immediate safety.
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.	Accept a made-up example or a pass. Attention can feel good. Listen for what changes kindness into pressure, secrecy, or boundary crossing; do not make the child feel foolish for enjoying attention.
Why do you think it might be hard to recognise grooming, even while it is happening?	This is the heart of the lesson. Listen for gradual change, emotional attachment, normal-looking kindness, secrecy, and small steps.
If a trusted adult or family friend started acting differently — offering secret gifts, asking you not to mention something — what would you do?	Look for a practical response: pause, tell a trusted adult, preserve evidence when safe, and avoid confronting the person alone.
Why do you think people who harm children online try to make a child feel like they are the "only one who understands" them?	Help the child name isolation: making one person feel like the only safe or understanding person can weaken other protective relationships.

Assignment — Name the Pattern Together

Use these six stages as a teaching framework for recognising patterns, not a fixed sequence or a test to memorise. Real situations may look different.

1. Let the child describe each stage in their own words.
2. If they get stuck, give an example but let them finish the sentence.
3. Pay extra attention to Stage 4 (secrecy) and Stage 5 (testing the bond).
4. Read the sample commitment together.
5. Rewrite the no-unsafe-secrets rule in language that sounds natural.
6. Sign it and keep it somewhere easy to revisit.

What success looks like
The child can describe the general pattern, knows that unsafe secrecy should be told, and believes disclosure will be met with calm help rather than blame.

Assignment — Child Reference Copy

Stage 1 (Target Selection):

Stage 2 (Gaining Access and Trust):

Stage 3 (Filling a Need):

Stage 4 (Introducing Secrecy):

Stage 5 (Testing the Bond):

Stage 6 (Desensitisation):

Our Commitment

Sample 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.

Assignment Review

Check	What complete looks like
Six stages	The child described all six stages in their own words.
Secrecy	The child can explain why secrecy removes protective adult support.
Testing the bond	The child understands that a small secret or boundary test can be deliberate.
Home rule	The family wrote a clear rule that unsafe secrets can always be told.
Disclosure response	The child heard that telling will be met with calm, belief, and help rather than blame.

Lesson Quiz — Trusted Adult Reference Copy

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

Lesson Quiz Answer Key

Q	Answer	Discussion note
1	B	Research shows that people who exploit children often use warmth, attention, and likeability to build trust. This is why children need practical pattern-recognition skills, not just warnings about “obvious” danger.
2	B	Unsafe secrecy can keep trusted adults from recognising warning signs and helping. Healthy privacy and harmless surprises are different from secrets that feel unsafe or uncomfortable.
3	B	Unsafe requests and boundary tests are worth sharing with a trusted adult. A child can ask for help whether they kept a secret, told someone, or are unsure what happened.
4	C	Grooming and abuse can involve someone the family already knows and trusts. A strategy focused only on unfamiliar strangers misses important real-world risk.
5	C	No healthy relationship requires unsafe secrecy. A request to hide an unsafe secret should be brought to a trusted adult regardless of how kind or trustworthy the relationship feels.

Trusted Adult Notes

- The child can name the six stages in their own words.
- The child understands that grooming may begin with kindness rather than obvious danger.
- The child recognises secrecy and isolation as important warning signs.
- Practised Stop, Block, Tell.
- Wrote a no-unsafe-secrets rule and reinforced a calm disclosure response.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Use a simple three-part version first: kindness/attention → secrecy → pressure. Then connect those ideas back to the six stages.
Anxious or sensitive child	Use made-up examples and skip personal disclosure questions. Focus on what a safe adult should do.
Older / independent child	Invite the child to create their own example of how one stage can flow into the next.
Neurodivergent / needs more structure	Use the six-stage list as a visual checklist. Take one stage at a time and allow breaks between sections.

Lesson 5 Complete — Carry These Ideas Forward

- Grooming can look like kindness before it looks unsafe.
- Secrecy is a major warning sign because it separates a child from protective adults.
- Small boundary tests can be part of a larger pattern.
- Unsafe behaviour from someone known and trusted still deserves attention.
- Stop, Block, Tell and calm disclosure support help interrupt the pattern.

Coming Up Next

Lesson 6 — When a “Friend” Turns

Lesson 6 builds directly on grooming by showing how an established relationship can become a tool for pressure, including requests for private images, coercion, and image-based harm.



LESSON 6: WHEN A "FRIEND" TURNS TRUSTED ADULT GUIDE

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



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Lesson 6 — When a “Friend” Turns

What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Trusted Adult preparation for image pressure, coercion, and AI-generated image harm
- Lesson-content guide and Lesson 6 video guide
- Video Quick Check + independently verified answer key
- Discussion support
- Assignment: Build Your Response Plan
- Lesson Quiz + independently verified answer key
- Trusted Adult notes, adaptations, and transition to Lesson 7

A note about this lesson
This lesson can bring up shame very quickly. The central message is that coercion is the responsibility of the person applying pressure. If a child has already sent an image, been pressured, or had a fake image made of them, the lesson should move immediately from teaching to calm support.

How to Use This Lesson Guide

- Read the Lesson Content with the child.
- Watch Lesson 6’s video and complete the Quick Check.
- Use the Discussion Questions without asking for names or details unless the child chooses to share them.
- Complete the Response Plan and practise the trusted-adult response out loud.
- Finish with the Lesson Quiz and review the answers together.
- Pause immediately if the child discloses a real situation. Safety and support matter more than completing the lesson.

Lesson Overview

Lesson	**6 — When a “Friend” Turns**
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	Pressure can be hidden inside friendship, affection, teasing, or reciprocity. A child is never responsible for being coerced, and a calm trusted-adult response makes help-seeking safer.

Learning Goals

- Recognise common forms of image pressure and coercive relationship language.
- Explain why coercion can be difficult to recognise when it happens inside a relationship that feels genuine.
- Understand that AI-generated explicit images of a real child can cause serious harm.
- State clearly that coercion is never the fault of the person being pressured.
- Know what a trusted adult should do first after disclosure.
- Build and rehearse a response plan.

What You Need

- This Trusted Adult Guide
- The Lesson 6 Student Workbook pages
- A pen or pencil
- Enough unhurried time to pause if the topic becomes personal or upsetting

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Read Lesson Content	10–15 min	Together
2	Watch video + Quick Check	Flexible	Watch/talk
3	Discussion Questions	5–15 min	Conversation
4	Build Your Response Plan	10–20 min	Together
5	Practise response words	2–5 min	Say aloud
6	Lesson Quiz + review	5–10 min	Together

Flexible pacing
This is a sensitive lesson. It can be split across sittings, and a child may answer with hypothetical examples rather than personal experience.

Key Definitions — Adult Reference

Use the same wording as the Student Workbook so both documents stay aligned.

Term	What It Means
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.

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

Trusted Adult Preparation

Do not ask the child whether they have ever sent an image unless they choose to tell you.

- Do not use blame-based questions such as “Why did you send it?” or “Why didn't you tell me?”
- Keep the distinction clear: agreeing to one thing does not mean agreeing to later pressure, sharing, forwarding, editing, or threats.
- Treat AI-generated explicit images of a real child seriously. The image may be fabricated; the harm is not.
- If a disclosure happens, focus on safety, support, preserving useful evidence, and appropriate reporting rather than confronting the other person directly.
- Keep your first response calm. Question 4 intentionally rehearses the response the child hopes to hear from you.

Useful first words
“Thank you for telling me. This is not your fault. I am not angry with you. I am here to help.”

Lesson Content Guide — What the Child Is Reading

When Trust Becomes a Weapon

Core message: Pressure may occur within a friendship or relationship. Someone may start with a small request, then push for something more private. These are escalating requests. Agreeing to one thing never means agreeing to a later request.

Key point
The pressure can come from someone the child feels close to. That is what makes it coercive and hard to recognise — not a sign that the child made a bad choice.

How Pressure Actually Sounds

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

Listen for the pattern
Flattery, reciprocity, “prove you trust me,” “everyone does it,” and repeated requests are different ways pressure can be wrapped in relationship language.

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

Core message: AI tools can be used by a classmate or acquaintance to create a realistic fake explicit image of another student using an ordinary photo.

AI-generated image harm
Do not minimise a fake sexual image because it was generated. The child may experience fear, humiliation, social consequences, and loss of control. Effects vary; take the concern seriously.

What To Do Before and After

Core message: Before: Pause before responding to intimate-image requests or pressure and ask a trusted adult for help. After an image is shared: stay calm, reassure the child, and seek appropriate reporting support. Preserve non-explicit messages, usernames, dates, and links when safe, without copying intimate images of anyone under 18. Do not confront the other person directly. Report through the platform, Cybertip.ca in Canada, or NCMEC’s CyberTipline. Ask an appropriate reporting service about Take It Down’s eligibility and limits.

Video Guide — Lesson 6

The Lesson 6 video should reinforce three ideas: pressure can hide inside friendship language; an AI-generated image can still cause real harm; and the trusted adult's first response should be calm, non-blaming, and focused on help.

While Watching — Listen For

- Relationship leverage such as “if you really liked me...”
- Normalisation such as “everyone does this”
- Reciprocity such as “I sent you mine...”
- Why repeated small requests can escalate
- Why a fake image can still create real harm
- What the trusted adult should say first after disclosure

Quick Check approach
Let the child answer first. If they choose an unsafe answer, correct the safety principle without turning the question into a test of judgement.

Video Quick Check — Trusted Adult Reference Copy

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.”

Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	"If you really liked me…" uses relationship pressure to push a boundary.	What words could you use to pause or leave that conversation?
2	B	The image may be fabricated, but the fear, humiliation, and loss of control can still be real.	Who should be told if a fake image is circulating?
3	C	A calm, non-blaming first response makes further disclosure and safety planning more likely.	What would help you feel safe telling?

Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
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?	Listen for whether the child recognises relationship leverage as pressure. Avoid asking whether this has happened to them unless they volunteer it.
Have you ever heard of someone using AI to create fake images of another student? What did you think when you heard about it?	Keep the conversation about harm, not whether the technology makes the image "real."
Why do you think it might feel hard to tell a trusted adult if you had already sent something you regretted?	Shame, fear of punishment, fear of losing devices, and emotional attachment can all make disclosure harder. Reinforce that telling is welcome.
What would you want a trusted adult to say to you if this happened to you?	This question is a rehearsal for your real response. Take the child's answer seriously and use it to shape the plan.
Why is it never the fault of the person being pressured or coerced — regardless of how the pressure happened?	Have the child say the core belief back in their own words: the person applying pressure is responsible.

Assignment — Build Your Response Plan

The value of this assignment is rehearsal. Under stress, families fall back on words and steps they have already practised.

1. Choose the trusted adult the child will tell first and a backup adult.
2. Agree that evidence will not be deleted before the trusted adult has had a chance to help.
3. Agree that the adult will not panic, yell, blame the child, or confront the other person directly. Seek appropriate professional or reporting support.
4. Say the trusted-adult response out loud exactly as written.
5. Sign the plan together and keep it with the course materials.

What success looks like
The child knows who to tell, believes they will not be blamed, and has heard the trusted adult practise the exact calm response before an emergency happens.

Assignment — Child Reference Copy

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

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.”

Assignment Review

Check	What complete looks like
First adult	The child can name the first trusted adult and a backup.
No-delete rule	Everyone understands that evidence should not be erased before getting help.

Adult reaction	The trusted adult has committed to no yelling, panic, or blame.
No confrontation	Everyone understands that direct confrontation can increase risk.
Response rehearsal	The trusted adult said the exact support words out loud.

Lesson Quiz — Trusted Adult Reference Copy

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

Lesson Quiz Answer Key

Q	Answer	Discussion note
1	B	Pressure can be hidden in friendship or affection. It is still pressure, and the person applying it is responsible.
2	B	Fake sexual images can cause serious distress and social harm. Effects vary, and the child deserves support regardless of how the image was made.
3	C	Coercion is the responsibility of the person applying pressure, regardless of the relationship, wording, or whether an image was ultimately sent.
4	C	Stay calm and reassure the child first. Seek help preserving non-explicit messages, usernames, dates, and links safely. Do not screenshot, copy, download, forward, or share intimate images of anyone under 18.
5	B	Escalating requests means someone uses an earlier response to push for something more private or unsafe. Consent to one request never means consent to another.

Trusted Adult Notes

- The child can recognise pressure wrapped in friendship or affection language.
- The child knows that AI-generated explicit images of a real person can cause serious harm.
- The child can state that coercion is never the fault of the person being pressured.
- Completed and rehearsed the Response Plan.
- The child knows the first trusted adult to tell and has heard a calm, non-blaming response in advance.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Use simple phrases: “pressure is not consent,” “you can always say no,” and “tell a trusted adult.” Keep examples hypothetical.
Anxious or sensitive child	Skip personal questions and use made-up scenarios. Focus on the response plan and the adult's calm reaction.
Older / independent child	Invite the child to identify subtle forms of pressure that might be mistaken for normal relationship behaviour.
Neurodivergent / needs more structure	Use a short sequence: notice pressure → stop replying → tell a trusted adult → get appropriate help. An adult can seek guidance on preserving evidence safely without copying intimate images of minors.

Lesson 6 Complete — Carry These Ideas Forward

- Pressure can be subtle and still be coercive.
- Consent to one thing is not consent to later pressure, sharing, editing, or threats.
- A fabricated explicit image can still cause real harm.
- The person applying pressure is responsible for the coercion.
- A calm trusted-adult response makes disclosure safer.

Coming Up Next

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

Lesson 7 builds on image pressure by covering what to do when someone threatens to share an image unless the child sends more, pays money, or meets another demand.



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LESSON 7: SEXTORTION WHAT IT IS AND WHAT TO DO
TRUSTED ADULT GUIDE

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



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What's Inside This Lesson
Lesson 7 — Sextortion — What It Is and What To Do

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Trusted Adult preparation for an emergency-focused sextortion lesson
- Lesson-content guide and emergency action plan
- Discussion support
- Assignment: Memorise the Emergency Steps
- Lesson Quiz + independently checked answer key
- Canadian reporting and crisis guidance
- Trusted Adult notes, adaptations, and transition to Lesson 8

A note about this lesson

This lesson is intentionally action-focused. The core message is simple: do not pay or send more, preserve useful evidence, tell a trusted adult, and get help. Asking for help is the emergency response — not a reason for punishment.

How to Use This Lesson Guide

- Read the child-facing lesson together.
- Read the full seven-step Emergency Action Plan together and practise the child's five-point reminder card. Watch the Lesson 7 video and complete its Quick Check before the Discussion Questions.
- Use the Discussion Questions to rehearse decisions before anyone is under pressure.
- Complete the emergency card and practise the first disclosure sentence out loud.
- Finish with the Lesson Quiz and review the answers calmly.
- If this is happening now, stop the lesson format and move directly to the emergency steps and appropriate reporting/support.

Lesson Overview

Lesson	7 — Sextortion — What It Is and What To Do
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	Sextortion creates panic on purpose. Families need a short, rehearsed response: stop contact, do not pay or send more, preserve evidence, tell a trusted adult, and report.

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Learning Goals

- Define sextortion in clear, non-blaming language.
- Explain why paying or sending more images does not reliably end the threat.
- Recognise the common fake-identity pattern used in financial sextortion.
- Know what evidence should be preserved.
- Practise the five-point reminder card and understand that the full adult-supported plan has seven steps.
- Practise a calm disclosure sentence and adult response.

What You Need

- This Trusted Adult Guide
- The Lesson 7 Student Workbook pages
- An index card or phone note for the emergency steps
- A pen or pencil
- Access to Canada-first reporting/support information if needed

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Read Lesson Content	10–15 min	Together
2	Emergency Action Plan	5–10 min	Read aloud; then video + Quick Check
3	Discussion Questions	5–15 min	Conversation
4	Emergency Card + disclosure rehearsal	10 min	Together
5	Lesson Quiz + review	5–10 min	Together

Keep this lesson spacious

Do not rush because the steps look simple. Rehearsing the words and leaving room for questions is the point.

Key Definitions — Adult Reference

Use the same wording as the Student Workbook so both documents stay aligned.

Term	What It Means
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.

Trusted Adult Preparation

- Do not blame the child for creating, sending, or responding to an image request.
- Do not tell the child they have ruined their future. Sextortion is survivable, and help is available.
- Do not pay or send more images in an attempt to make the person stop.
- Preserve usernames, messages, threats, links, and payment requests when safe.
- Do not forward an intimate image of a minor to family or friends 'for proof.' Follow Cybertip.ca / NeedHelpNow.ca or police guidance.
- If money has already been sent, do not shame the child; contact the payment provider promptly to ask whether the transfer can be stopped or reversed.
- If the child talks about suicide, self-harm, or being unable to stay safe, call or text 9-8-8 in Canada; call 911 for immediate danger.

First response

"Thank you for telling me. This is not your fault. We are not going to handle this alone."

Lesson Content Guide — What the Child Is Reading

If You Need This Lesson Urgently

Core message: If someone is threatening to share an intimate image unless you pay money, send more images, or meet another demand: stop contact, do not pay or send more, preserve the messages, tell a trusted adult, and get help. You do not have to solve this alone.

What Sextortion Actually Is

Core message: Sextortion is a threat to share an intimate image unless someone does what is demanded. The demand may be for money, more images, continued contact, or another action. The image may be real or fake. The person making the threat is responsible.

How It Typically Unfolds

Core message: In many financial sextortion cases involving minors, a stranger uses a fake or stolen identity and poses as a peer or romantic interest. They build a connection, obtain or claim to have an intimate image, and then issue a threat. The sudden switch from friendliness to threats can create intense panic and shame.

The Critical Truth: Paying Does Not Guarantee It Will Stop

Core message: Do not pay or send more images. Payment cannot guarantee that the threats will stop and may lead to more demands. Stop contact, tell a trusted adult, and get help reporting and saving non-explicit evidence safely. If payment has already been made, respond without blame.

Critical truth

Paying or sending more does not reliably end the threat and may lead to further demands.

Delayed Disclosure Is Normal

Core message: Some children wait before telling a trusted adult because of shame, fear of punishment, fear of losing devices, or belief that telling will make things worse. Delayed disclosure is not proof that a child wanted the situation or did not trust their family. When a child tells, the response should still be calm, belief, support, and action.

Adult response

Do not ask, “Why didn't you tell me sooner?” Shame and fear are common reasons for delay. Respond to the disclosure you have now.

Sextortion Is Survivable

Core message: Families can get through sextortion. Immediate support, refusing further demands, preserving evidence, and reporting can help interrupt the situation. If a child is overwhelmed, hopeless, or talking about self-harm, involve crisis support immediately.

Hope matters

The child needs to hear that this can be reported, supported, and survived. Panic is part of the trap.

The Emergency Action Plan

Core message: The full adult-supported plan below has seven steps. The child's five-point reminder card later in this lesson covers the first five points; an adult also helps with reporting and urgent support. Asking for help can happen at any point.

Emergency Action Plan — Adult Reference

1. STOP contact. Do not respond, explain, negotiate, or apologise. Help the child report and block the account without deleting their profile or messages.

2. DON'T PAY and do not send more images.

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 immediately.

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. If there is immediate danger, call 911. If the child is in a suicide or self-harm crisis in Canada, call or text 9-8-8.

Canada and U.S. Help

Canada: Cybertip.ca / NeedHelpNow.ca; call or text 9-8-8 for suicide crisis support. United States: NCMEC CyberTipline at report.cybertip.org; Take It Down for eligible under-18 explicit-image removal support; call or text 988 for suicide crisis support. In either country, call 911 for immediate danger.

Reporting & Crisis Resources — Canada and United States

Canada

Cybertip.ca — national tipline for reporting online child sexual exploitation. NeedHelpNow.ca — practical support for youth dealing with sextortion and intimate-image sharing. 9-8-8 — call or text for suicide crisis support. 911 — immediate danger.

United States

NCMEC CyberTipline — report suspected online child sexual exploitation at report.cybertip.org or through NCMEC. Take It Down — helps limit the spread of eligible nude, partially nude, or sexually explicit images/videos taken before age 18. 988 Suicide & Crisis Lifeline — call or text 988; chat is also available. 911 — immediate danger.

Video Quick Check — Trusted Adult Reference Copy

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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Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	This is the definition of sextortion. The person being threatened is not responsible for the coercion.	What would help you remember this safety step?
2	B	Payment cannot guarantee that threats will stop. Stop contact, tell a trusted adult, and seek reporting support. Save non-explicit evidence safely; do not copy or share intimate images of anyone under 18.	What would help you remember this safety step?
3	C	The person making the threat is responsible. A child should not be blamed or expected to handle sextortion alone.	Who would you tell first?

Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
Imagine someone threatens to share a private image. What could help someone pause, stop replying, and ask a trusted adult for help?	A frightened person may feel pressure to pay, delete, reply, or hide. Respond without judgement. Discuss what could help them pause and ask for support.
Why is paying or sending more images not a reliable way to stop threats?	Paying cannot guarantee that threats will stop and may lead to more demands. If someone has already paid, reassure them that help is still available.
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?	This is really asking what adults can do now to make disclosure feel safe. Listen closely and make a concrete promise you can keep.
How can we make it easier for any young person who is being threatened to ask for help without shame?	Listen for calm, non-blaming support, a trusted adult, and a backup person. Anyone can be targeted. Avoid stereotypes about who can be harmed or how they should react.
What is one thing you learned in this lesson that you did not know before?	Let the child choose the takeaway. Correct only if their conclusion creates an unsafe emergency response.

Assignment — Memorise the Emergency Steps

The assignment rehearses a five-point reminder card and a first sentence for asking for help. It does not replace the seven-step adult-supported plan, including reporting and urgent support.

1. Write or save the five-point reminder card: STOP contact; DON'T PAY or send more images; SAVE non-explicit threatening messages and account details safely; DO NOT copy or share intimate images; TELL a trusted adult.
2. Choose where the card will live so it can be found quickly.

3. Have the child practise the first disclosure sentence out loud.
4. Have the trusted adult practise the exact calm response out loud.
5. Confirm who the backup trusted adult is if the first person is unavailable.

What success looks like

The child can use the five-point reminder card, knows who to tell first, and has heard the trusted adult practise a calm response. The adult knows the full seven-step plan.

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Assignment — Child Reference Copy

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**

First sentence I can use:

Trusted Adult 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.”

Lesson Quiz — Trusted Adult Reference Copy

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 Quiz Answer Key

Q	Answer	Discussion note
1	B	Sextortion is a threat to share an intimate image unless someone does what is demanded. The person making the threat is responsible.
2	C	Paying or sending more does not reliably end the threat and may be followed by further demands.
3	C	A person may hide behind a fake or stolen identity. Threats can also come from someone the child knows; the person making the threat is responsible.
4	B	Save non-explicit threatening messages, usernames, dates, links, and payment requests when safe. Do not download, screenshot, copy, forward, or share intimate images of anyone under 18. Seek guidance from an appropriate reporting service.
5	B	Report to 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 taken before age 18.

Trusted Adult Notes

- The child can define sextortion without blaming the victim.
- The child understands that paying or sending more is not the solution.
- The child can use the five-point reminder card; the adult understands the seven-step plan.
- The child knows which adult to tell first and who the backup is.
- The trusted adult has rehearsed a calm first response.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Focus on the five-point reminder card and the promise of adult help. Keep examples hypothetical; the adult handles reporting and urgent support.
Anxious or sensitive child	Skip statistics and detailed scenarios. Practise the reminder card and adult response only.
Older / independent child	Have the child explain why each emergency step matters and save the steps in their own phone.
Neurodivergent / needs more structure	Use the same visual five-point reminder card each time. Rehearse asking for help; the adult follows the full plan.

Lesson 7 Complete — Carry These Ideas Forward

- Sextortion is a crime against the person being threatened.
- Paying or sending more does not reliably make the threat stop.
- Do not delete useful evidence or redistribute intimate images.
- Tell a trusted adult immediately and get help.
- Sextortion is survivable; calm support and action matter.

Coming Up Next

Lesson 8 — If You or a Friend Is in Trouble

Lesson 8 shifts from recognising harm to helping safely when you are concerned about yourself or a friend — without turning a child into an investigator.



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LESSON 8: IF YOU OR A FRIEND IS IN TROUBLE
TRUSTED ADULT GUIDE

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



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Lesson 8 — If You or a Friend Is in Trouble

What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Key Definitions matching the Student Workbook
- Trusted Adult preparation for peer-concern conversations
- Lesson-content guide and Lesson 8 video alignment
- Discussion support
- Assignment: Practise Noticing and Reporting
- Canada-first help contacts
- Lesson Quiz + independently checked answer key
- Trusted Adult notes, adaptations, and transition to Lesson 9

A note about this lesson

This lesson turns the child into a reporter, not an investigator. A child does not need certainty, proof, or a confession from a friend before bringing a concern to a trusted adult.

How to Use This Lesson Guide

- Read the Key Definitions and lesson content together.
- Watch Lesson 8's video, if using the course video, and complete the Quick Check together.
- Use the Discussion Questions without asking the child to name a real friend.
- Complete Practise Noticing and Reporting using hypothetical or unnamed examples.
- Save the Canada-first help contacts.
- Finish with the Lesson Quiz and review the answers together.
- If a real concern is disclosed, stop the lesson and move into calm safety/support planning.

Lesson Overview

Lesson	8 — If You or a Friend Is in Trouble
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults
Big Idea	A child can tell a trusted adult about one concern without investigating. They may stay supportive when safe, while adults consider what help is needed.

Learning Goals

- Explain the difference between noticing/reporting and investigating/intervening.
- Recognise possible concerns without treating a sign as proof or waiting for several signs before telling a trusted adult.
- Understand why a friend may deny that anything is wrong.
- Know how to stay supportive without pressuring a friend for details.
- Practise one clear sentence for reporting a concern.
- Save Canada-first support contacts.

What You Need

- This Trusted Adult Guide
- The Lesson 8 Student Workbook pages
- A phone to save relevant support contacts
- A pen or pencil

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Key Definitions	5–10 min	Read together
2	Lesson Content + video + Quick Check	10–15 min	Together
3	Discussion Questions	5–15 min	Conversation
4	Practise reporting sentence	5–10 min	Together
5	Save help contacts	5 min	Phone
6	Lesson Quiz + review	5–10 min	Together

Keep it low-pressure

The assignment deliberately says “no names needed.” Preserve that. The skill being practised is what to do next, not identifying a real person.

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Key Definitions — Adult Reference

Use the same wording as the Student Workbook so both documents stay aligned.

Term	What It Means
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.
Canadian Human Trafficking Hotline	A Canadian hotline at 1-833-900-1010, open 24/7 for support, referrals, or concerns about possible trafficking. No proof is needed. Confidentiality has legal limits, including some situations involving children or immediate danger; ask the service to explain.
U.S. National Human Trafficking Hotline	A U.S. hotline at 1-888-373-7888 or text 233733, open 24/7 for support, referrals, or tips about possible trafficking. It is not law enforcement. Confidentiality has legal limits, including some situations involving children or immediate danger; ask the service to explain.

Trusted Adult Preparation

- A child who is worried about a friend is a reporter, not an investigator.
- Help the child separate observation from conclusion: “I noticed...” and “I am worried because...” are enough.
- Do not encourage the child to confront the person they suspect or try to rescue the friend alone.
- If the friend denies anything is wrong, do not tell the child to keep pressing for a confession.
- Keep the child's safety in view. Public posts or direct confrontation can increase risk.

- If the concern involves online sexual exploitation, Cybertip.ca is Canada's national tipline. If it involves possible human trafficking, the Canadian Human Trafficking Hotline can help talk through options and connect to services.

Useful adult response

“You did the right thing by telling me. You do not have to prove what is happening. I will take it from here.”

Lesson Content Guide — What the Child Is Reading

You Don't Need to Be Certain — Just Concerned

Core message: If you are worried about a friend, tell a trusted adult what you noticed. No proof, certainty, or explanation from the friend is needed. One concern is enough; do not wait for a pattern.

What the Signs Actually Look Like in a Friend

Core message: A much older boyfriend, girlfriend, or “friend,” especially where there is a large age or power difference. Sudden gifts, money, clothing, or items the friend cannot or will not explain. A relationship that moves very quickly or seems controlling. Increasing secrecy or withdrawal. Fear of disappointing or angering someone. Talk about “owing” someone. Frequently running away or staying with someone who is not a parent or guardian.

Pattern, not proof

A sign can have many explanations. Several changes may help an adult understand a concern, but a child should not wait for more signs. One concern is enough to tell a trusted adult; the child does not need to diagnose or investigate.

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

Core message: A friend may say nothing is wrong for many reasons. Their response does not prove exploitation or settle whether a concern is mistaken. Share observations with a trusted adult, who can consider different explanations and appropriate support.

Denial does not end concern

Fear, attachment, shame, privacy, or a misunderstanding may affect a friend’s response. Do not interpret denial as proof. The child can stay kind and tell a trusted adult what they noticed.

Understanding Why a Friend May Deny It

Core message: A friend may brush off a concern or become upset for many reasons. Children should not label trauma responses or decide what a reaction proves. Stay kind, avoid repeated questioning, and share observations with a trusted adult.

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

Core message: Tell a trusted adult what you noticed, honestly and specifically. Stay kind and supportive when safe. Do not confront anyone, investigate, try to rescue a friend alone, press for proof, or post concerns publicly. The adult can consider different explanations and appropriate help.

Do not turn the child into a hero-rescuer

Validate the desire to help, then redirect it: safe friendship + trusted-adult reporting is the help.

Video Guide — Lesson 8

Use the video to reinforce these ideas: one concern is enough to ask for adult help; signs or denial do not prove exploitation; stay kind when safe; do not confront, investigate, or attempt a rescue alone.

Choose contacts for where you live

Use the Canadian contacts if you are in Canada and the U.S. contacts if you are in the United States. You can ask about support or discuss a concern without proof. Ask the service about privacy and any limits before sharing details. Call 911 for immediate danger.

While Watching — Listen For

- You do not need certainty or proof
- One concern is enough to tell a trusted adult; warning signs are not proof
- Why a friend may say “I'm fine”
- Stay kind and supportive when safe
- Tell a trusted adult what you noticed
- Do not confront or attempt a rescue alone

Video Quick Check — Trusted Adult Reference Copy

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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Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	B	A sign does not prove exploitation. One concern is enough to tell a trusted adult; the child should not wait for a pattern, investigate, or diagnose.	What would help you remember this safety step?
2	C	A child should stay connected and bring the concern to a trusted adult. Confronting, investigating, or trying to rescue someone alone can be unsafe.	What would help you remember this safety step?
3	A	A friend may brush off or deny a concern for many reasons. Their response does not prove or disprove harm. Share observations with a trusted adult without pressing for details.	What would help you remember this safety step?

Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
If a friend suddenly had a much older boyfriend or girlfriend, or new money and gifts they would not explain, what would you do?	Look for "tell a trusted adult" rather than confrontation. If the child wants to investigate first, explain why they do not need proof.
Why might a friend say "everything's fine" even if something is actually wrong?	Fear, loyalty, grooming attachment, shame, or not recognising exploitation are all possible. Do not present denial as dishonesty.
Why is it important not to try to handle a situation like this entirely by yourself, even if you are genuinely trying to help?	This is where children may want to be the hero. Validate the intention to help while redirecting the method.
How could you stay a safe, trusted friend to someone even if you are worried about them?	Listen for kindness without secrecy, public posting, repeated questioning, or personal rescue attempts.
Who is the trusted adult you would tell if you were ever concerned about a friend?	Make sure the child can name an actual person, not only say "an adult."

Assignment — Practise Noticing and Reporting

The purpose is to rehearse the safest role for a child: notice, describe, tell, then let adults take the next steps.

1. Review the warning-sign list together without naming a real person.
2. Practise turning an observation into a reporting sentence: “I noticed...” and “I'm worried because...”
3. Choose the trusted adult the child would tell first.
4. Save the Canadian Human Trafficking Hotline, Kids Help Phone, and Cybertip.ca information that fits.
5. Reinforce that immediate danger is a 911 situation.

What success looks like

The child knows they do not need proof, can name one trusted adult, and can say a clear reporting sentence without being expected to solve the situation themselves.

Help Contacts — Canada and United States

Canadian Human Trafficking Hotline

1-833-900-1010 • Free calls • 24/7 • 200+ languages • Not police or government. Offers support, options, and service referrals. Confidentiality has legal limits, including concerns involving children or immediate danger; ask the advocate to explain.

Kids Help Phone

1-800-668-6868 for a professional counsellor • Text CONNECT to 686868 for a trained volunteer crisis responder • Free, 24/7. Text support is confidential but not anonymous; safety or legal duties may require sharing information. Ask about privacy.

Cybertip.ca

Canada's national tipline for reporting suspected online sexual exploitation of a child at Cybertip.ca. Reports are reviewed and may be sent to police or child protection services. No proof is needed to share a concern.

Immediate danger: call 911.

United States — National Human Trafficking Hotline

1-888-373-7888 • Text 233733 • 24/7 • 200+ languages by phone through interpreters. Offers support, tips, and referrals; not law enforcement. 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.

United States — 988 Suicide & Crisis Lifeline

Call or text 988, or use the 988 Lifeline chat. Free and confidential support is available 24/7/365.

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Lesson Quiz — Trusted Adult Reference Copy

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

Lesson Quiz Answer Key

Q	Answer	Discussion note
1	B	Signs can have different explanations and do not prove trafficking or exploitation. Patterns may help adults understand a concern, but a child can tell a trusted adult about one concern without waiting for more signs.
2	B	Trafficking and exploitation can involve someone the person already knows, including a family member, romantic partner, friend, or other trusted person.
3	C	Fear, loyalty, emotional attachment, shame, and lack of recognition can all make a person deny or minimise what is happening.
4	C	A child can tell a trusted adult what they noticed and stay kind when safe. They do not need proof and should not confront, investigate, or attempt a rescue alone.
5	C	Canada: The Canadian Human Trafficking Hotline is 1-833-900-1010. United States: The National Human Trafficking Hotline is 1-888-373-7888 or text 233733. Both are available 24/7 and can be contacted for help or to discuss a concern without first proving trafficking.

Trusted Adult Notes

- The child understands that concern is enough to tell a trusted adult.
- The child can distinguish reporting from investigating or intervening.
- The child understands why a friend may deny something is wrong.
- The child can name the trusted adult they would tell.
- Saved the relevant Canadian and/or U.S. help contacts.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Use three words: notice, tell, stay safe. Let the adult handle the rest.
Anxious or sensitive child	Keep every example hypothetical. Focus on the reporting sentence and the named trusted adult.
Older / independent child	Ask the child to separate observations from conclusions and explain why public confrontation can increase risk.
Neurodivergent / needs more structure	Use a fixed sequence: notice a concern → tell a trusted adult → stay safe. Writing observations is optional; do not delay telling or investigate.

Lesson 8 Complete — Carry These Ideas Forward

- You do not need certainty or proof to share a concern.
- One concern is enough to tell a trusted adult; do not wait for several warning signs.
- A friend may deny something is wrong for many understandable reasons.
- Stay supportive, but do not confront, investigate, or rescue alone.
- Telling a trusted adult is a complete and correct action.

Coming Up Next

Lesson 9 — Family Conversations + Action Plan

Lesson 9 brings the whole course together into ongoing habits, a master safety plan, and a practical rhythm for keeping the conversation open after the course ends.



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LESSON 9:
CONVERSATIONS & ACTION PLAN
TRUSTED ADULT GUIDE

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



TAYLORTEACHES.CA

Lesson 9 — Family Conversations + Action Plan

What's Inside This Lesson

- Lesson overview, learning goals, materials, and lesson-at-a-glance
- Key Definitions matching the Student Workbook
- Trusted Adult preparation for the final planning lesson
- Lesson-content guide and Lesson 9 video guide
- Discussion support
- Assignment: Build Your Master Family Safety Plan
- Tech Agreement guidance
- Canada + U.S. emergency resources
- Lesson Quiz + independently checked answer key
- Closing guidance for keeping the course alive after Lesson 9

A note about this final lesson

This lesson turns nine lessons into a living system. The goal is not a perfect agreement. It is a plan that can actually be used, revisited, and adjusted as children, apps, devices, and routines change.

How to Use This Lesson Guide

- Read the Key Definitions and lesson content together.
- Watch Lesson 9's video and use the script themes to reinforce the ongoing-rhythm idea.
- Let the child have real input into how future safety conversations should happen.
- Complete the Master Family Safety Plan and choose an actual recurring check-in date.
- Complete the Tech Agreement collaboratively; do not turn it into a surveillance contract.
- Save the correct Canadian and/or U.S. emergency resources.
- Finish with the Lesson Quiz and then close the course on encouragement, not another lecture.

Lesson Overview

Lesson	9 — Family Conversations + Action Plan
Course	CHILD TRAFFICKING PREVENTION FUNDAMENTALS LEVEL 1
Audience	Children and their trusted adults

Big Idea	Online safety works best as an ongoing culture: regular conversation, co-engagement, predictable responses to disclosure, and practical plans that evolve as the child grows.

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Learning Goals

- Explain conversation orientation and co-engagement in plain language.
- Build a sustainable monthly, quarterly, and annual safety rhythm.
- Adjust online-safety support as the child grows.
- Create one Master Family Safety Plan with trusted adults, response words, recurring check-ins, and emergency contacts.
- Create a Tech Agreement that protects help-seeking rather than punishing disclosure.
- Leave the course knowing the trusted-adult relationship is the through-line across all nine lessons.

What You Need

- This Trusted Adult Guide
- The Lesson 9 Student Workbook pages
- Completed work from Lessons 1–8 if available
- A calendar or phone calendar
- A phone to save emergency contacts
- A pen or pencil

Lesson at a Glance

#	Activity	Suggested Pace	Format
1	Key Definitions + Lesson Content	10–15 min	Read together
2	Lesson 9 video	Flexible	Watch/talk
3	Discussion Questions	10–20 min	Conversation
4	Master Family Safety Plan	15–25 min	Together
5	Tech Agreement	15–25 min	Together
6	Lesson Quiz + closing	10 min	Together

Do not rush the final assignment

This is the practical bridge from course learning to everyday habits. It deserves more time than the quiz.

Key Definitions — Adult Reference

Term	What It Means
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.

Trusted Adult Preparation

- Build the final plan collaboratively. Safety rules are easier to use when children understand why they exist and have a voice in how check-ins, device routines, and help-seeking work.
- Do not turn the Tech Agreement into a surveillance contract. It should make expectations predictable while protecting the child's ability to ask for help without fear.
- Take Question 2 seriously: if the child says formal safety talks feel like lectures, adjust the approach.
- Choose a realistic review trigger: a new device, a new app, a change in school or routine, or a scheduled check-in.
- For families navigating prior trauma, do not use the final lesson as a reason to force a disclosure or revisit an event before the person is ready.
- Keep Canada and U.S. emergency contacts visible and current for the market this course serves.

Useful closing promise

"The course is ending, but this conversation is not. You can still come to me months or years from now, and I will help."

Lesson Content Guide — What the Child Is Reading

Why One Conversation Was Never Enough

Core message: 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.

For Families Navigating Prior Trauma

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

What This Looks Like in Real Life

Core message: 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.

Co-engagement is not surveillance

Joining a game, watching content together, or exploring an app should feel like genuine interest — not disguised monitoring.

Building Ongoing Rhythm

Core message: Monthly check-in: A brief, low-pressure conversation about what apps, games, and online friendships are currently active.

Make the rhythm real

Before closing the lesson, put the next check-in and privacy audit into an actual calendar.

Bringing It All Together: Your Family Action Plan

Core message: 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.

Five phrases worth keeping

Thank you for telling me. This is not your fault. You are not in trouble. We will figure out the next step together. I am here to help.

Video Guide — Lesson 9

Use the video to revisit ongoing conversations, shared digital activities, age-appropriate support, and your family's safety plan. Pause to ask questions and agree on habits you can realistically keep.

While Watching — Listen For

- Risk evolves. Platforms change. Kids grow.
- Make room for regular, supportive conversations about online life.
- Play their game. Watch their content. Ask casually and without judgement.
- Younger: active partnership. Older: connection over control.
- Monthly check-in. Quarterly privacy audit. Annual trusted-adult review.
- Tell a trusted adult. Unsafe behaviour is never your fault. No unsafe secrecy. Payment cannot guarantee threats stop. One concern is enough to ask for help.
- Keep the Master Family Safety Plan visible and revisit it.

Keep conversations supportive

Use familiar words, listen without judgement, and let the child ask questions or pause. Revisit the plan together as needs change.

Video Quick Check — Trusted Adult Reference Copy

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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Video Quick Check Answer Key

Q	Answer	Why	Discussion prompt
1	A	Ongoing conversations help families respond as children, technology, platforms, and relationships change.	What would help you remember this safety step?
2	B	Co-engagement builds awareness and connection through genuine participation rather than surveillance.	What would help you remember this safety step?
3	C	Calm, open access to a trusted adult is one helpful part of online safety. It works alongside practical boundaries, settings, and appropriate support.	What would help you remember this safety step?

Discussion Questions — Adult Support

Workbook question	What to listen for / how to support
Out of everything in this course, what is the one thing you most want us to keep talking about as a family?	Let the child choose the topic. Their answer tells you what they want carried forward.
How do you want me to bring up online safety topics going forward — what feels comfortable versus what feels like a lecture?	This gives the child real input over the future relationship. Take the answer seriously even if it changes your instinct.
What is one thing you learned in this course that surprised you?	Enjoy this one. Surprise is evidence that learning happened; it does not need to turn into another warning.
How often do you think we should check in about this stuff going forward?	Translate the answer into a realistic schedule you can revisit together.
What would make you feel comfortable coming to me if something happened, even months or years from now?	This is the question to remember after the course. Listen for punishment, judgement, device loss, disbelief, or adult panic as barriers you can reduce.

Assignment — Build Your Master Family Safety Plan

The final assignment consolidates the practical protections from the whole course into one reference they can keep and revisit.

1. Choose three trusted adults who remain current and reachable.
2. Write your family's no-unsafe-secrets rule. Distinguish harmless surprises from secrets involving pressure, fear, or harm.
3. Write the trusted-adult response script in your own words.
4. Choose and schedule the recurring online-safety check-in.
5. Choose and schedule the next privacy + account audit.
6. Save the correct Canada and/or United States emergency contacts.
7. Sign the plan together and keep it visible or easy to find.

What success looks like

The plan exists, the dates are scheduled, the contacts are saved, and the child knows exactly what the adult will say when they ask for help.

Tech Agreement — Adult Guidance

- Treat each line as a conversation, not a command to fill every blank with the strictest rule.
- Keep age and maturity in mind. The agreement should change as the child grows.
- Do not make password-sharing or total monitoring the condition for receiving help.
- Protect the no-punishment-for-disclosure promise. Safety can be handled first; other consequences can be considered later if needed.
- The code word should be simple, private, and easy to remember.
- Schedule the next review before the agreement is signed.

Avoid the trap

A tech agreement is useful when it makes expectations predictable. It becomes counterproductive if the child believes telling the truth will automatically cost them all digital access.

Emergency Resources — Canada and United States

Canada

911 • Cybertip.ca • Kids Help Phone: 1-800-668-6868 / text CONNECT to 686868 • Canadian Human Trafficking Hotline: 1-833-900-1010 • Suicide crisis: call or text 9-8-8

United States

911 • NCMEC CyberTipline: 1-800-843-5678 / CyberTipline.org • Take It Down: TakeItDown.NCMEC.org • National Human Trafficking Hotline: 1-888-373-7888 / text 233733 • Suicide crisis: call or text 988

Lesson Quiz — Trusted Adult Reference Copy

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

Lesson Quiz Answer Key

Q	Answer	Discussion note
1	B	Risk evolves, platforms change, and children grow. Ongoing dialogue creates repeated opportunities to notice and address new concerns as they emerge.
2	B	Conversation orientation means making room for questions, shared ideas, and open discussion. This definition does not promise a particular safety outcome.
3	B	Co-engagement means actively participating in a child's digital world — playing games together, exploring apps together — building natural awareness and connection.
4	C	As children grow, the approach should evolve — from active partnership to respecting growing independence while maintaining connection. The underlying commitment should remain constant.
5	C	Across all nine lessons, a repeated protective theme is that children need a trusted adult they can approach without fear of punishment, blame, or judgement.

Trusted Adult Notes — Course Complete

- The child can name the next check-in date.
- The Master Family Safety Plan is complete and easy to find.
- The Tech Agreement was built collaboratively rather than imposed.
- Canadian and/or U.S. emergency contacts are saved.
- The child has heard — again — that they can tell a trusted adult without fear of punishment, blame, or judgement.

Adapt for Age, Readiness, or Learning Needs

Child	Adaptation
Younger / emerging reader	Choose one monthly check-in question and let the adult fill in most of the plan while the child chooses trusted adults and the family code word.
Anxious or sensitive child	Keep the final lesson future-focused. Do not use the review to revisit difficult material unless the child wants to.
Older / independent child	Give the child substantial input into the agreement, check-in rhythm, privacy expectations, and what support versus surveillance looks like.
Neurodivergent / needs more structure	Use a visible recurring calendar reminder and keep the same check-in questions each month unless the child wants to change them.

Course Complete — Keep the Conversation Going

- This course is a beginning, not an ending.
- Revisit the Master Family Safety Plan when devices, apps, schools, routines, or relationships change.
- Keep the trusted-adult list current.
- Keep the response to disclosure calm and predictable.
- Return to any lesson whenever a refresher is needed.

Final reminder

The child does not need every definition memorised. Keep practising the plan and reminding them that trusted adults are available to listen calmly and help when something goes wrong.

AIDA's closing words

Great job finishing the course! It's a big deal. Knowing how to stay safe online is a valuable skill, and now you are on the right track. There is so much more to learn about staying safe, so check back soon for Level 2.

We're planning more free courses, so please share your feedback: https://form.jotform.com/262001794961054. Your input helps us improve future courses.

Just a friendly reminder: if something feels off, don't hesitate to reach out to a trusted adult. You're never in trouble for asking for help. So proud of you!





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