

LEAKED

UNDERSTANDING AND ADDRESSING SELF-GENERATED SEXUAL CONTENT INVOLVING YOUNG PEOPLE IN THAILAND

Trainer Manual (Long Version)



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Introduction to the Manual

The Leaked Trainer Manual was developed to help educators, youth workers, and community practitioners to facilitate open, evidence-based conversations with young people about digital life, relationships, and safety. It builds directly on findings from the Leaked Study— a large-scale, mixed-methods research project conducted by Evident and the HUG Project, with financial support from the World Childhood Foundation, involving more than 1,900 children and adolescents aged 9–17 across Northern Thailand.

The study confirmed that online life is no longer separate from real life: it is where young people learn, connect, express themselves, and build identity. Within these same spaces, boundaries are often blurred between private and public, fun and pressure, curiosity and risk.

Self-generated sexual content emerged as one of the most misunderstood aspects of adolescent online experiences. While some interactions are safe and consensual, others lead to harm through manipulation, exposure, or loss of control.

The Leaked curriculum takes a harm-reduction and agency-building approach that equips young people with the knowledge, emotional literacy, and practical skills they need to make informed decisions online, support peers, and seek help when something goes wrong.

Purpose of the Manual

This manual serves as a step-by-step guide for trainers delivering workshops to young people aged 9–17. Each session offers ready-to-use scripts, activities, and discussion prompts grounded in real data from Thai youth.

The overall objectives are to:

- Strengthen young people’s understanding of online identity, privacy, and relationships;
- Develop their capacity to recognise pressure, respect consent, and set boundaries;
- Encourage empathy, peer support, and responsible digital citizenship;
- Equip them with concrete pathways for help-seeking and content removal when harm occurs.

Pedagogy of the Manual

The Leaked curriculum is participatory, trauma-informed, and age-appropriate. It acknowledges that young people already navigate complex digital environments and seeks to build on their lived experience rather than instruct or give advice from above.

Activities use games, reflection, and real-world examples to spark dialogue and strengthen critical thinking. Trainers are encouraged to create a safe, non-judgmental space where every participant feels safe to speak, be heard and respected. The delivery of the training should demonstrate principles of confidentiality, respect, boundaries, and openness.

Structure of the Curriculum

The manual is organised into six sessions that follow a logical progression from building awareness to improving skills:

0. Rules for Engagement
1. Growing Up in the Digital World: Exploring habits, emotions, and coping skills online.
2. Who Are We Online? Understanding digital identity, attention, and self-presentation.
3. Relationships and Online Safety: Recognising pressure, consent, and healthy connection.
4. What Tech Knows About Us: Unpacking algorithms, digital footprints, and privacy gaps.
5. Tricks and Trust Online: Identifying manipulation, standing up for others, and digital citizenship.
6. Disclosure and Take It Down: Mapping sources of help and practical steps to regain control.

Each session outline includes:

- Learning objectives;
- Required materials and timing;
- Step-by-step facilitation notes and suggested scripts;
- Key data and insights from Leaked to localize discussion;
- Optional adaptations for younger participants.

Using this Manual

Facilitators are not expected to be experts in online safety. The most important skill is to listen without judgment and guide participants to find their own insights. Encourage curiosity, validation, and reflection rather than correction.

The conversations that happen in these sessions are often the first-time young people have been asked what digital life feels like for them. When delivered with care, this curriculum becomes not only a learning experience for young people, but also a bridge of trust between young people and adults about the digital worlds we inhabit.

Important Notes

Child Safeguarding

This course is focused on young people's online engagements. While these engagements have extensive positive impacts on their lives, evidence demonstrates that there are also many young people who have experienced negative and harmful things online also. Some participants may disclose such situations during or after participating in these sessions. It is therefore critical that facilitators are prepared for such disclosures and are aware of the child safeguarding procedures within their institution and the steps to take.

Facilitators should ensure that they are aware of local contact details for your local child protection committee and police contact.


As a general guide, if a facilitator has serious concerns about the safety of a participant they should:

- **Be prepared to immediately shut down any group discussion that becomes inappropriate, overly personal, or unsafe to continue in front of peers.**

This includes discussions involving:

- o sharing sexual details
- o naming people involved
- o describing explicit content
- o blaming or teasing a peer
- o escalating emotions

In these cases, gently stop the conversation and say something like:

 *"Let's pause here. This is something we shouldn't discuss in a big group. If anyone needs support or wants to talk more privately, please come speak with me after the session."*

- **Immediately raise concern with the Safeguarding focal point at your institution.**
- **Comply with requirements to report when risk is ongoing or imminent.**
- **In urgent criminal matters, the police hotline can be contacted at: 191; or 1441 for the the Anti-Online Crime Operations Center (AOC).**
- **Your local child protection committee can be contacted. 1300 (MSDHS Hotline) (24/7 hotline for child protection, domestic violence, trafficking, and social welfare concerns)**
- **To seek advice, adults can also call: 1300 (MSDHS Hotline) or The HUG Project Thailand (Facebook Page)**

Gender Equality, Disability and Social Inclusion

While research shows us that all young people face *risks* in the online world, it also shows that *harm* and *vulnerability* are influenced by gender, disability and various social exclusions. The harm that results from different individuals from a risky situation can be very different. For example, girls may be blamed, criticized or shamed for particular situations much more than boys.

Vulnerability is also exaggerated by these factors. It's established that LGBTQ+ young people can be less likely to seek help when something goes wrong from fear of their sexuality being disclosed. Children with disabilities benefit greatly from increased accessibility to social and educational opportunities through technology, but they may also be less supervised and less able to communicate about concerns.

Facilitators should always take a 'do no harm' approach with this course. There are significant new knowledge and skills that young people will practice. It is important to flag some of these risks throughout the training to marginalized and vulnerable groups.

Disclaimer

This facilitator manual was developed based on research and experiences with young people in Thailand. The scenarios, examples, and discussion points reflect the social, cultural, and digital context of Thai young people. Organizations or facilitators who wish to use this guide in other countries are encouraged to adapt the scenario-based exercises and examples so that they reflect the local cultural, legal, and social context of the young people they work with.

Session 0: Rules for Engagement



Learning Objectives

By the end of this short opening session, participants will:

- Understand the shared rules that will guide the workshop.
- Feel safe, respected, and free to participate in a way that feels right for them.
- Know what to do if they feel uncomfortable, unsure, or need support.

Required for this session

- Slide Pack: Session 0
- Laptop and Projector/Screen

Total time duration: 10 minutes



Age 9-17

(10 min)

Introduction & Rules



Open Slide 2-3



Say:

“Before we start today’s session, let’s create a space that feels safe, respectful, and comfortable for all of us. Some of the things we talk about might be personal or emotional. You never have to share anything you don’t want to. What’s most important is that everyone feels protected and respected while we learn together.



Rule 1: Privacy & Confidentiality:

What we discuss here stays here. You don't have to share any real names, real situations, or anything personal unless you want to. We can talk about examples or imagine situations instead. If someone shares something, we keep it in this room and we don't spread it outside, not even as a joke. That's how we protect one another's privacy.

Rule 2: Respect for Everyone

Everyone in this room has different experiences, backgrounds, and opinions. That's what makes our conversations interesting and meaningful. So during the workshop:

- We listen when someone is speaking.
- We don't judge, interrupt, or laugh at someone's story.
- We treat everyone with kindness, even when we disagree.

Every experience shared here has value.

Rule 3: The Right Not to Answer

You never have to answer a question if you don't want to. If something feels too personal, confusing, or uncomfortable, you can simply skip it. You can say that you would not prefer to answer or just stay quiet. There are no penalties, no pressure, and no one will call on you to share something personal.

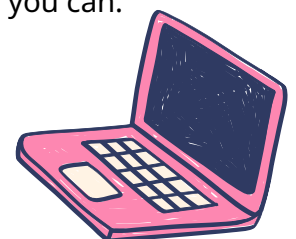
Rule 4: No Right or Wrong Answers

There are no correct or incorrect answers here. We all see the online world differently. Some people might love gaming, some prefer TikTok, some feel confident posting pictures, and some don't. We learn from these differences. Whatever you say is welcome."

Rule 5: Take Care of Yourself & Others

If at any time you feel uncomfortable, overwhelmed, or need a break, you can:

- step outside for a moment,
- drink water,
- breathe,
- or come talk to us privately after the session.



If you notice a friend looking upset, you can check in with them too. We're here to support each other."



Ask:

"Does anyone want to add a new rule to make this space more comfortable?"

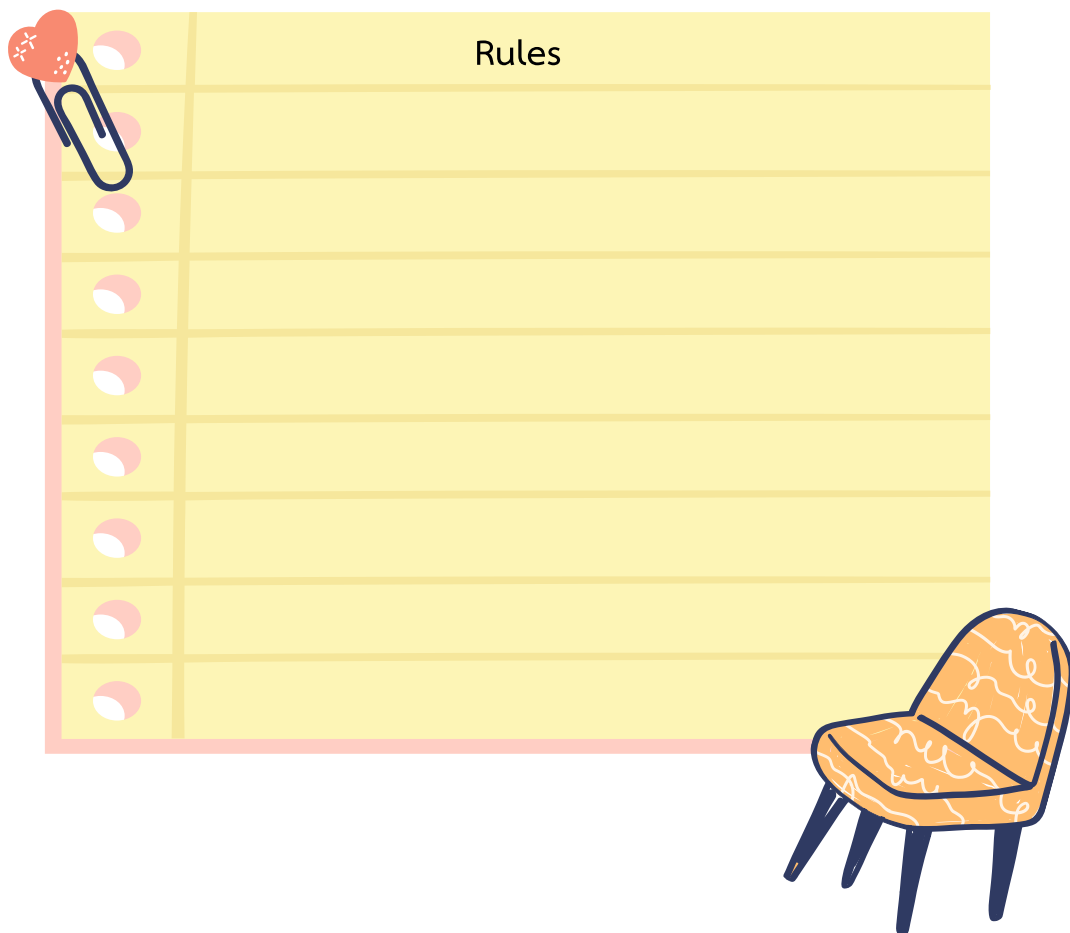
Allow a few ideas. If relevant, add them.

Wrap-up



Say:

"These rules are here to make sure this workshop is a safe and comfortable place for all of us. We're here to learn, think, laugh, reflect, and support each other. If we follow these rules, everyone can feel free to share (or not share) whatever feels right."



Session 1: Growing Up in the Digital World

Learning objectives

By the end of this session, participants will be able to:

- describe their own online habits and top platforms
- identify common emotions linked to online activities
- recognize early “uh-oh” feelings and name simple boundaries
- suggest at least two go-to healthy coping options for tricky online moments

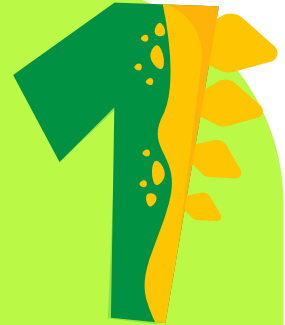
Required for this session

- Sticky notes: yellow and orange
- Printed Emoji cards (😊😬😡😱❤️😬)
- Flip-chart/whiteboard + markers
- Laptop with Screen
- Slide Pack: Session 1
- Pens/Pencils for participants

Preparation

- ✓ Pre-draw two big headers on the board or flip-chart: “REASONS YOU GO ONLINE” and “APPS YOU USE MOST,” with sub-categories listed (see below in activity 1).
- ✓ Print Handout Session 1. Activity 2: Emoji Cards and ensure you have 1 set of Emoji Cards per participant.
- ✓ Print Handout Session 1. Activity 4: Coping Mechanism Scenario Cards and ensure you have 1 scenario per group.
- ✓ Set Up Computer and Prepare Slides.

Total time duration: 60 minutes



Setting the Stage

**Say:**

“Today we’re going to explore together something that you know best: what it’s like to grow up in a digital world. We’ll talk about what makes the internet fun and helpful, but also what can be tricky or unsafe. By the end, you’ll have some tools and ideas to make your online experience more positive. You are the expert of your own online life, so while we are here to learn together there are no rights and wrongs and open discussions are encouraged.

The internet is a powerful tool. It lets us learn new things, create, play, and connect with others around the world. But just like in real life, there are also challenges and risks we need to be aware of. In this session, we’ll look at both the good and the bad sides of being online and talk about how to stay safe and in control.”

Activity 1: “Post-it Gallery”

Materials:

- Yellow Post-its
- Orange Post-its
- Flipchart or board
- Laptop with Projector or Screen
- Slide Pack: Session 1

**Step 1 - Introduction****Say:**

“Most Thai young people said they spend time online for fun, connection, or learning. Let’s explore what your online world looks like.”

Step 2 – Individual Reflection



Do:

1. Give each participant a few yellow and orange post its.
2. Open Slide Pack: Session 1 – Slide 4-7
3. Explain:
 - Yellow Post-it → Question 1: “Write one short reason you go online.”
 - Orange Post-it → Question 2: “Write one or two apps you use most.”
4. Ask participants to write clearly and write only one idea per Post-it.
5. Ask Participants to draw under each activity how doing this makes them feel.



Say:

“Take a moment to think about how you actually spend your time online scrolling, chatting, learning, creating, relaxing whatever you do online is correct. Let’s also think about how this makes it feel by adding the emoji drawing of your feeling onto the post its too! There is no right or wrong.”

For age 9-12 say:

“Feelings show themselves differently in our bodies. Think about the following when thinking about what you are doing online feels like to you:

Happy / Excited



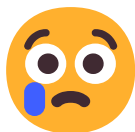
When you are happy it usually means something online made you feel good or energized. Maybe someone commented something kind, you shared something you’re proud of, or you were laughing at a funny post. Your body often tells you you’re happy before your brain does. You might feel a lightness in your chest, your face relaxes or smiles on its own, and your shoulders drop because you feel comfortable. Your body is calm and things feel like they are okay.

Loved / Supported / Safe



When you feel loved or supported, it usually means you feel cared for or supported maybe someone checked in on you, stood up for you, or sent a message that felt warm or gentle. In your body, feeling supported shows up as a warm chest, a deep breath out, or your shoulders relaxing. You feel steady, grounded, and not alone. These are the feelings we want to help young people create online safety, kindness, and connection.

Sad / Hurt



You can be sad when something online makes you feel left out, ignored, or upset like when a message hurts, someone doesn't reply, or you see something emotional or overwhelming. In your body, sadness can feel heavy. Your chest or throat might tighten, your stomach can feel empty, or your energy drops suddenly. Sometimes you feel like you want to be quiet or disappear for a bit, that's your body telling you that something touched your feelings.

Angry / Frustrated



When you are angry, it usually means something online felt unfair someone teased you, crossed a boundary, or said something rude. Anger shows up strongly in the body. Your jaw might tense, your cheeks get warm, your heart speeds up, or your shoulders tighten. These signals don't mean you're 'bad' they're your body's way of saying, 'Something here isn't okay here.'

Embarrassed / Awkward



You feel embarrassed or awkward when someone feels exposed like when someone posts a photo without asking, tags you in something weird, or makes a comment that catches you off guard. Your body reacts fast to embarrassment. You might blush, look away, feel your stomach twist, or want to hide your phone. Those moments are signals to slow down and notice what feels uncomfortable.

Unsure / Confused



When you are confused or unsure, it often means you're not sure how to feel about something online. Maybe a message didn't sit right, something felt mixed not exactly bad, but not fully okay either or you can't tell if someone is joking, flirting, or pressuring you. Feeling unsure is one of the most important early warning signs because your body usually reacts before your mind can explain it. You might notice a small knot in your stomach, a tight breath, or your mind starts spinning with questions like, 'Is this normal?' or 'What do I say back?'

There are also other emotions you may want to draw – feel free to draw whatever you like. There is no right or wrong!"

Allow quiet thinking time (about 2-3 minutes). While they think, if you haven't already:

- Draw two large boxes on the flipchart or board as shown below. You should have two flip charts per group. Write the titles and sub-categories so participants can see where their answers will go later.
- Limit numbers of participants to 20 pax per one flipchart. If there are more than 20 participants, prepare 2-3 flipcharts.

REASONS YOU GO ONLINE	
Entertainment & Relaxation	Socializing with friends/family
Learning and Study	Dating or Building Romantic Relationships
Creating Own Content	Seeking Support/Help

APPS YOU USE MOST	
Social Media	Gaming Apps
Chat/Messaging	Dating Apps

Step 3 – Gallery Walk



Do:

1. Invite participants to stand up and place their yellow and orange Post-its in the two boxes. Ask them to cluster the reasons (yellow) into the listed categories and the apps (orange) into their types.
2. As they move, encourage them to read others' notes. This becomes the "gallery walk."
3. As they sort, ask prompting questions:
 - "Where should this one go? Is watching YouTube for fun or for learning?"
 - "Does chatting with friends feel more like socialising or seeking support?"
 - "Are there any new apps that don't fit these boxes?"
4. When finished, ask all participants to step back and look at the full picture.
5. Encourage a few participants to share briefly:
 - "What do you do online?"
 - "What happened that made you feel that way?"
6. Let them laugh or explain in their own way.



Say:

"Everyone uses the internet for different reasons; some to relax, some to learn, and some to stay connected. The online world is a diverse space that brings both opportunities and challenges. In the next part, we'll talk more about how these online spaces make us feel and how we can enjoy them safely."

Step 4 - Wrap up:



Say:


“There’s no single way to be online. Some people use it for fun, some to learn, and some to stay close to others. Understanding our own online habits helps us see what’s positive for us and where we might need to be a bit more careful. Online life can bring every kind of emotion. Things like fun, excitement, boredom, even stress or pressure. All those feelings are normal. The important thing is to notice how you feel before you react because your feelings can help you make safer, healthier choices online. Next, we’ll look at some online situations and practice noticing our feelings before we decide what to do.”

Age 9-17

(25 min)

Activity 2: “Feeling Cards – Online Scenarios”

Materials:

- Slide Pack: Session 1 Slides 8-14
- Handout Session 1. Activity 2: Emoji cards

- Laptop with Screen or Projector



Step 1 - Introduction:



Say:

“In the last activity, we talked what we do online and how being online can make us feel all sorts of emotions happy, relaxed, excited, but sometimes confused or uncomfortable. Now we’ll look at some real-life online situations and talk about how you think someone might feel in each one.

You don’t need to share if something like this ever happened to you. You can just imagine what someone your age might feel in that situation.”

Step 2 – Scenarios and Voting:



Say:

"I'll read each online situation out loud. After each one, think about how that might make someone your age feel. Then, when I count to three, everyone will show the emoji card that matches how they think that person might feel. Then we will talk about why."



Facilitator pulls up the slides 9-13 and reads one scenario at a time. After voting, ask a few to explain why.



Open Slide 9- Scenario 1:



Scenario 1

"Someone comments something mean under your photo."



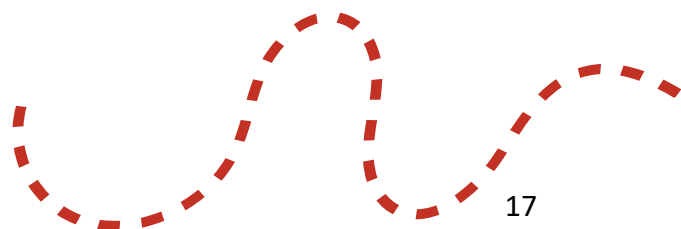
Ask:

- "Which emoji do you pick?"
Let all participants hold up the emoji that they think fits to the scenario.
- "Why might someone feel that way?"
Pick one or two volunteers to answer the question.



Say:

"Sometimes people laugh it off or ignore a mean comment, and that's okay too. But for many, hurtful comments can really sting, especially if they're about how you look or what you've shared. Feeling sad, angry, or embarrassed just means you recognize that the comment wasn't kind or respectful. If you feel safe to do so, it's okay to call it out by commenting back something simple like, 'Hey, that's not a kind thing to say,' or 'Please keep it respectful.' You can also delete their comment, block their account from being able to see your content, or just ignore it and move on, but it's still important to notice when something crosses a line so you can decide what response feels right for you."





Open Slide 10- Scenario 2:



Scenario 2

"Your boyfriend/girlfriend asks you to share private photos."



Ask:

- "Which emoji do you pick?"
Let all participants hold up the emoji that they think fits to the scenario.
- "Why might someone feel that way?"
Pick one or two volunteers to answer the question.



Say:

"Some people might feel happy or special like it's a sign of trust or closeness and that's understandable. Others might feel unsure or uncomfortable because once a photo is sent, it's hard to control where it goes. Even if nothing bad happens, there's always some risk, so it's okay to pause or say no. Setting a boundary doesn't mean you don't care, it means you respect yourself."



Open Slide 11 - Scenario 3:



Scenario 3

"Many people click likes on your latest TikTok dance video"



Ask:

- "Which emoji do you pick?"
Let all participants hold up the emoji that they think fits to the scenario.
- "Why might someone feel that way?"
Pick one or two volunteers to answer the question.



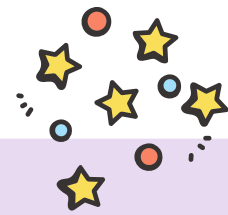
Say:

"Getting lots of likes can feel exciting or make you feel confident. It's nice when people appreciate what you made. But it can also lead to pressure: wanting even more likes, worrying what people think next time, or attracting comments from strangers that feel

awkward. Often nothing harmful happens, but it's good to notice when attention starts to feel more stressful than fun."



Open Slide 12 - Scenario 4



Scenario 4

"Somebody with blue tick on IG messages and offers to help you become famous"



Ask:

- "Which emoji do you pick?"
Let all participants hold up the emoji that they think fits to the scenario.
- "Why might someone feel that way?"
Pick one or two volunteers to answer the question.

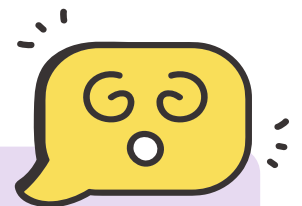


Say:

"That could feel exciting who wouldn't want to be noticed by a verified account? Those are usually idols or influencers, right? But it can also bring mixed feelings or unease because not everyone online is who they say they are. Sometimes verified accounts get copied or used for scams. Also, the tick doesn't mean that the person is famous or special or verified – you can buy the tick too. Maybe nothing bad happens if you ignore it, but before replying, always check the profile and talk to someone you trust."



Open Slide 13 - Scenario 5:



Scenario 5

"Your friend messages you and asks you to transfer the money to them."



Ask:

- "Which emoji do you pick?"
Let all participants hold up the emoji that they think fits to the scenario.
- "Why might someone feel that way?"
Pick one or two volunteers to answer the question.

**Say:**

“You might feel helpful or want to respond quickly because you want to be there for your friend and that’s a kind instinct. But you might also feel unsure or worried that it could be a scam or that your friend’s account was hacked. Or maybe your friend doesn’t have the best intentions. Most times, checking first avoids any problem. Helping friends is great just double-check with them in person before sending money or information.”

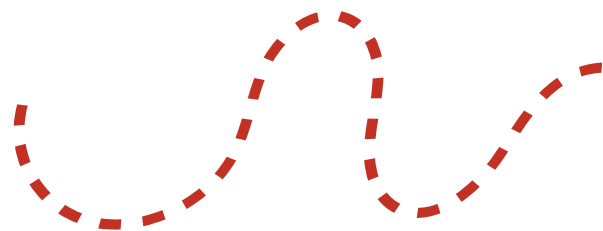
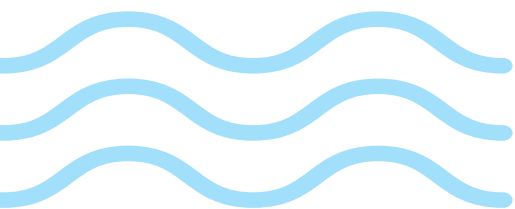
Step 3 - Wrap-up**Open Slide 14 and Say:**

“We’ve seen that everyone reacts differently to the same online situation and that’s completely okay. What might make one person laugh could make someone else feel upset or uncomfortable. There’s no single ‘right’ way to feel.

The most important thing is to *notice* your emotions in the moment. Your feelings are signals they help you understand when something feels good, confusing, or wrong for you.

It never hurts to pause and think before you react online. Listening to your feelings first can help you make choices that keep you safe and confident.”

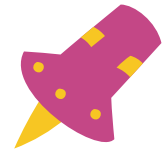
Take-away message: *“My feelings matter, and it’s okay to pause and think before I react online.”*



Activity 3: Coping Mechanism

Materials:

- Handout Session 1. Activity 4: Coping Mechanism Scenario Cards
- Slide Pack: Session 1. Slides: 15-21
- Laptop with Screen and Projector



Step 1 - Introduction:



Say:

“From our last activity, we saw that being online can bring lots of emotions and some are good, some hurt. Sometimes we see mean comments, compare ourselves to others, or feel pressure to do something we’re not comfortable with. Let’s talk about what we can do in those moments and what helps us cope or feel better.”

Step 2 – Group Instructions:



Do:

1. Divide participants into small groups (4-6 per group).
2. Give each group a scenario card



Say:

“Each group will get one scenario. Read it together and talk about: ‘If this happened to someone your age, what could they do to handle it safely or feel okay again?’ Think about both what to do in the moment and what to do afterward.”

Step 3 – Group Reflections:



Things to do

3. After 5 min, each group will share their coping ideas.
4. Go through each scenario and have one volunteer from each group has share their reflections and say what’s in the below:



Open Slide 16 – Scenario 1



“You find out that someone has spread a rumor about you in their group chat that you are not part of. Other people in your class start looking at you and laughing but you don’t know what the rumor is about.”



After participants have shared their reflections say:

“This could make someone feel sad, angry, or embarrassed. It might also make them want to fight back. Coping might mean asking a friend you trust first, so you can get the real information about what’s actually happening. If there are messages that hurt your reputation, your friend can take a screenshot and help you bring it to a trusted adult who can step in.

Calling it out calmly, whether it’s about you or someone else by saying ‘Hey, that’s not true’ can also help stop it spreading.”



Open Slide 17 – Scenario 2



“You sent a sexy photo of yourself to someone you like. A few days later, you find out from your friend that people in your class have seen the picture of you.”



After participants have shared their reflections say:

“This can bring up a lot of emotions like shock, anger, or embarrassment. It’s normal to feel hurt if your trust is broken. Sometimes nothing serious happens, but it’s still okay to feel shaken. Coping could mean asking the person to delete it, saving screenshots, or talking to a teacher, parent, or older friend, if it’s a very intimate image you might need to speak to a social worker like from the HUG Project, they can help you try and take back control. You don’t have to deal with it alone.”



Open Slide 18 – Scenario 3



“Someone you met through gaming, or TikTok keeps sending you private messages and at first they seem friendly, but lately they’ve been asking more personal questions.”



After participants have shared their reflections say:

“At first this might feel exciting or friendly, it can be fun when someone takes interest. But if the questions get too personal or make you feel uncomfortable, it’s okay to set boundaries. You could stop replying, block them, or say something like, ‘I don’t share personal stuff online.’ Sometimes people are harmless, but you don’t owe anyone private details just because they’re nice.”



Open Slide 19 – Scenario 4



“Your friends in a group chat are teasing someone who accidentally shared a photo of themselves in a bikini from a family trip, and now they expect you to join in too.”



After participants have shared their reflections say:

“It can be hard to know what to do... you might feel pressure to laugh along but also feel that it’s not right. It’s okay to stay silent, leave the chat, or even say something like, ‘Let’s not make fun of them, that could be any of us.’ Speaking up can feel risky, but small actions can make a big difference. If it gets too tense, talking to one friend privately can also help you manage it safely. If the person’s images are very revealing you might need to seek out additional help by a trusted adult or an organization like the HUG Project.”



Open Slide 20 – Scenario 5



“You saw a clip in a group chat you are part of with many members that was very violent and now it keeps replaying in your head.”



After participants have shared their reflections say:

“It’s completely normal to feel disturbed or anxious after seeing something like that. Even if you didn’t mean to see it, your brain still reacts. Coping could mean taking a break from your phone, watching something calming, or talking to someone you trust about what you saw. The important thing is to remember that you didn’t do anything wrong and those feelings will pass. The algorithm shows you things that you react to so make sure to not leave a comment, like or reshare. If you block or report the content, there is a chance for it to be taken down”



Step 4 – Wrap up:



Open Slide 21



Say: “We’ve talked through some tricky online situations and shared ideas for how to cope. There isn’t one right answer. What matters is recognizing when something doesn’t feel okay, pausing before reacting, and choosing a response that helps you stay safe and in control.



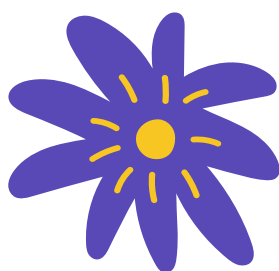
When things feel uncomfortable online, here are some choices you can make:

- Take a short break. Log off, put your phone down, or step away from the screen for a while.
- Block, mute, or report people or content that feels harmful instead of replying.
- Change your privacy settings so you control who can comment or contact you.
- Switch to something positive that lifts your mood, like listening to music, gaming, or creating something fun.

You’ve also been practising *navigating consent* today. This means knowing your boundaries and communicating them clearly. We’ll talk about that more in the next session. But, if someone asks for personal information or a picture you don’t want to share, it’s okay to say something like, ‘I’d rather not share that online’ or ‘I don’t feel comfortable sending that.’

And don’t forget to take care of yourself offline. Go for a walk, dance, play music, draw, or do something that helps your body and mind relax.

You can’t control everything that happens online, but you can control your response. Your feelings and boundaries matter, and you always have the right to decide what’s comfortable for you.”



Session 2: Who Are We Online?



Learning objectives

By the end of this session, participants will be able to:

- reflect on differences between their offline and online selves
- identify motivations and pressures that shape how people act or appear online
- recognize that online images rarely show the full story
- distinguish between healthy attention and attention that crosses personal boundaries
- practice safe, confident responses to online pressure or unwanted attention

Materials required

- Pens, pencils, colored markers and paper
- Slide Pack: Session 2
- Scenario cards for Activity 2 and Activity 3
- Flip-chart or whiteboard + markers
- Timer or visible clock
- Laptop with Screen or Projector



Preparation

- ✓ Print Handout Session 2. Activity 1: Behind the Post
- ✓ Print Handout Session 2. Activity 2: The Attention Game

Note that these handouts have adjustments per age range. Ensure to print the version appropriate for your participants.

Total time duration: 60 minutes

Setting the Stage

**Say:**

"Let's think about who we are online. Do you ever feel like the person you are online is a little different from who you are offline? Why might that be?"



Give them a moment to think, then invite a few to share.



Open slide 23



Say: "In a recent study called Leaked with over 1,900 young people aged 9–17 in Northern Thailand, nearly everyone said they use the internet every day and 91% have their own personal device. That means online life isn't separate from real life. Online settings are just where we live some of our lives now:

Many young people said that social media helps them show different sides of themselves:

- About 30% of those with public accounts said they wanted to "be seen" or "show who I am."
- 34% of girls with public accounts wanted to gain more followers and likes.
- But it's not necessarily all true - One 15-year-old girl told us, *'my social media photos aren't like real life.'*

So, being online can help you express who you are, but it can also bring pressure to look perfect or present yourself in ways that aren't true, comfortable or really you."

**Ask:**

"What do you think are some reasons people might act differently online?"



Give them a moment to think, then invite a few to share



Open slide 24





Say:

“Those are some interesting thoughts.

Online spaces can be great for expressing yourself or experimenting with different versions of yourself and that’s totally ok. But it’s also important to notice when that expression starts to feel like pressure or when we start hiding parts of ourselves, we actually like. Both your online and offline sides are part of you. When they feel connected, life online can feel fun and safe. But when they start to drift apart (like when you feel pressure to be someone you’re not), it can start to feel uncomfortable. Noticing that connection is the first step to feeling more in control of your digital life.

In our next activity, we will explore how different identities work and how they can affect the way we connect with others online”

Age 9-17 (with adjustments for 9-12)

(20 min)

Activity 1: “Behind the Post”



Materials:

- Printed Handout Session 2. Activity 1: Behind the Post
 - Ensure you have printed the correct Handout for your participants age range
- Pen and Paper for groups to write/draw their own “hidden story”

Step 1 – Set up



Open slide 25



Say:

“Now we’re going to look at how other people might show only one side of themselves online, and if we can tell what’s real or not.”

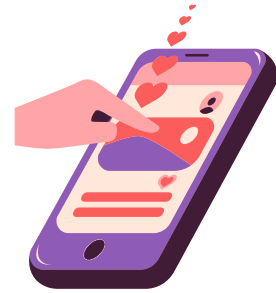
Step 2 – Small Group Game



Do:

1. Divide participants into groups of 4-5

2. Give each group a scenario card
3. Open slide 26-30
4. Groups have 5 min to imagine:
 - What’s really happening to this person offline?
 - How might they be feeling?
 - Is there anything that might not be obvious just based on the post?
5. Groups can come up with the background offline story to their assigned post.



Step 3 – Share & Discuss

Let each group presents.



Ask:

- “What did you notice about how different the post looked from the story behind it?”
- “Why might someone post that way?”
- “When could a post like this be harmless — and when could it be a sign that someone needs support or is taking a risk?”

Step 4 - Wrap-up



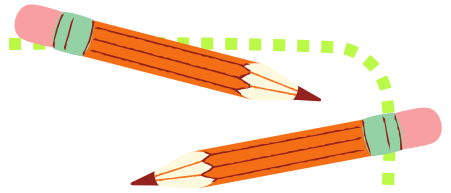
Say: “Every post tells a story but not the whole story. When we practice looking beyond what we see, we become kinder friends and smarter digital citizens. Next, we’ll use that same awareness to talk about attention online how to tell when it’s wanted, and when it’s not.”



Activity 2: The Attention Game

Materials:

- Handout Session 2. Activity 2: The Attention Game
 - Ensure you have printed the version for your participants age range.
- Pen and Paper



Step 1 - Setting the Scene




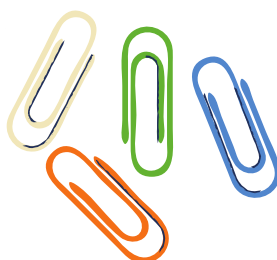
Say: “When we’re online, we often get attention through likes, comments, DMs, friend requests, or messages. Sometimes it feels nice and respectful, but other times it can start to feel uncomfortable, pushy, or just... off. Today, we’re going to practice recognizing the difference between attention that feels good and attention that crosses a line and think about what we can do when that happens.”

Step 2 - Group Activity: Attention Cards



Do:

1. Divide participants into groups of 4-5.
2. Give each group one Scenario Card. (Please double check the age range indicated on the handout for which one to use)
3.  Open slide 31
4. Ask them to discuss Side A of the Scenario Card
 - How would this attention feel?
 - Which category fits best: wanted, unwanted or not sure?
5. After 3 min ask participants to turn around the Scenario Card to side B and discuss
 - Does it stay the way it was before, or does something change?
 - Which category fits best: wanted, unwanted or not sure?
 - What could the person do next?



Step 3 - Group Presentations and Discussion



Say:

“Nice work, everyone! You’ve seen how some online attention starts off okay but then changes. Let’s hear what you found and talk through how to notice those changes early.”



Invite one group at a time to share:

- Read Side A and say which category they chose (Wanted / Not Sure / Unwanted).
- Then read Side B and explain how or why their answer changed.
- Finally, share one idea for what the person in the story could do next.



Discussion Prompts:

After each presentation, ask 1–2 of the following questions. Vary them so the discussion feels conversational, not repetitive.



If the group said it stayed “Wanted”

- “What makes this kind of attention feel safe, nice or positive?”
- “What helps it stay respectful is it the tone, timing, or boundaries?”
- “If you were the person in the story, what would tell you this is still okay?”



If the group said it changed to “Unwanted”

- “What specific thing made it cross the line?”
- “What clues showed it was starting to feel not nice?”

Possible cues: the person ignored a ‘no,’ asked for photos, got angry, or kept pushing after silence.

- “If this happened to a friend, what advice would you give them?”



If the group said “Not Sure”

- “What mixed signals are you seeing?”
- “What could you do if you’re unsure, before it turns into something uncomfortable?”

Prompt ideas: slow the chat, talk to a friend, change privacy settings, stop replying, or ask for help.



While groups are sharing scenarios, write ideas that participants name for what the person in the story could do next onto the whiteboard.

Step 4 – Summarize Common Clues



Open Slide 32



Say: “All the feeling you named are real signals that help you tell when attention is healthy or when it may be crossing a line for you. Often you don’t need proof to make sure the person is not who they say they are or the intentions are bad. Your feelings are often the first clue. Let’s look at this slide together:

On the left, you can see examples of attention that usually feel respectful and safe. It’s about things you do or enjoy like your art, your game skills, or your sense of humour. It stops when you don’t reply and happens in public spaces, like group chats or comments everyone can see. You still feel relaxed and in control.

On the right are warning signs that attention might be changing. Maybe the compliments start focusing on your body instead of your hobbies. Maybe the person keeps messaging when you don’t answer or moves the conversation to private DMs and says things like, ‘Don’t tell anyone, ‘Or ‘You’re special, just keep this between us.’ That’s when it can start feeling strange or uncomfortable and that’s the moment to pause and protect your space.

The most important thing is to listen to how you feel.

If you start feeling nervous, pressured, or unsure that’s your body and brain warning you that something’s not right. Even if the person seems nice or you don’t want to offend them, you have every right to pull back, block, or ask for help.

Now that we know what to look for, let’s think about how to handle it. What can you actually do when attention changes or crosses a line? We have already collected some on the board from your discussions.”

Step 5 – Coping Mechanisms: Your Power-Up Moves



Say: “You’ve already shared lots of great ideas for what someone could do when attention starts to feel uncomfortable. Let’s pull them together and make sure everyone leaves today knowing simple things you can actually do in real life.”



Open Slide 33-35



Say: “When online attention feels wrong, here are some quick power-up moves you can use:

- Trust your feelings. If it suddenly feels weird or pushy, you don't need a reason just step back.
- Stop responding. You never owe anyone a reply, photo, or explanation.
- Block, mute, or unfollow. It's not rude; it's setting a boundary.
- Change your privacy settings or move the chat to a space where you feel safer.
- Tell a friend or adult you trust. Sometimes talking it through helps you see things more clearly.
- Save screenshots or report it if the person keeps pushing or makes you feel unsafe.
- Take a short break. Walk away, breathe, do something that makes you feel good again.
- If you see someone getting uncomfortable comments you can also:
 - Check in: "Hey, are you okay?"
 - Speak up: "Not cool, don't say that."
 - Support quietly: Message your friend, report the account, or help block the person.



Say: You don't have to wait until things get really bad to act. If it starts to feel off (even just a bit) that's your cue to protect yourself. Online, your comfort is your boundary, and you have every right to keep it. If you see weird stuff online you don't just need to accept it either you can block and report whatever and if you notice your friend getting weird messages or comments don't be afraid to check in with them. Online safety isn't only about protecting ourselves it's about building spaces where everyone feels respected."



Session 3: Relationships & Online Safety



Learning objectives

By the end of this session, participants will be able to:

- recognise how peer pressure, friendship, and romantic interest can shape online choices
- read “● green / ● yellow / ● red” cues in online interactions and name early warning signs
- explain consent using three anchors: Choice, Respect, Freedom
- practise simple, confident boundary phrases and actions when something crosses a line

Materials required

- Pressure Bingo cards (1 per participant) + pens/pencils
- Slides Pack: Session 3
- Painter’s tape or string to mark a line on the floor

Preparation

- ✓ Print Handout Session 2. Activity 1: Bingo Cards
- ✓ Use painters’ tape to make a line on the floor in the middle of the room

Note that these handouts have adjustments per age range. Ensure to print the version appropriate for your participants.

Total time duration: 60 min



Setting the Stage



Say: “Everyone connects with other people online — friends, classmates, someone you have a crush on, or people you play games with. But sometimes it’s hard to tell when a relationship feels okay, and when it starts to cross a line and make you feel uncomfortable.”

Activity 1: Exploring Relationship Scenarios



BINGO

Materials:

- Bingo Cards
 - Ensure you have printed the version for your participants age range.
- Pens and Pencils

Step 1 – Set up




Say: “In this activity, we’ll look at real situations that Thai young people said they experience online and talk about how those moments can feel different for everyone. A relationship doesn’t just mean a boyfriend or girlfriend. It’s anyone you have ongoing contact with a classmate, a gaming teammate, a friend group, or even a follower. All of these can be positive and respectful, or confusing and risky depending on how people treat each other.”

Step 2 – Bingo



Do:

1.  Open Slide 37
2. Read each scenario aloud, one by one and point to it on the slide, to help participants find it quicker.
3. Participants silently decide how it would make them feel.
4. If it would make them feel pressured, ask them to mark the square.
5. Continue until someone has a full row / column / diagonal — the Bingo winner!

Step 3 – Reflection



Say: “The point of the game was to show that we all interpret situations differently. While some people might be close to bingo, some others might not have any hits yet. Those differences in how we feel things is totally normal and expected. What feels fine to one person can feel weird or like pressure to someone else. Who says things (e.g. adult, child) or what setting it is in (eg. school, friend chat) also changes the feeling. Our feelings are early warning signs that help us decide what’s safe, what’s confusing, and when to set a boundary. Some examples are:

- When someone says, ‘prove you trust me’ some people might think it’s romantic, but others feel trapped or tested.
- If a friend posts your chat screenshot without asking, that might feel like a joke to them, but it can make you feel exposed or embarrassed.
- And if your crush respects your ‘no,’ that’s what healthy respect looks like they listen, not pressure.

That applies to situations but also to relationships. For some people some relationships seem harmless but feel risky to someone else. That’s because same as the boundaries every relationship is also different.”



Open slide 38



Say: “You can think of online interactions and relationships like traffic lights:

- Green – feels good, equal, and respectful.
- Yellow– you feel uneasy, pressured, or confused.
- Red – someone crosses your boundary or ignores your ‘no.’

When you notice yellow or red moments — that’s your cue to pause, protect, or get talk to someone about the situation to try and understand it better.”

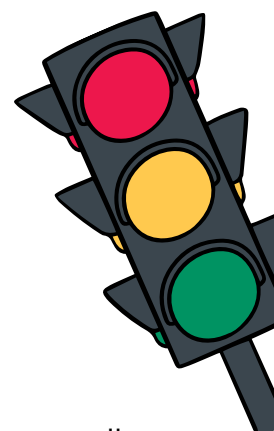


Ask:

- “What types of online relationships do you think can become risky fastest?”



Possible participant responses: *“Friends from school.”; “People I already know in real life.”; “Teammates I play games with often.”; “People who reply respectfully and don’t pressure.”; “Someone I’ve chatted with for a long time.”; “Mutual friends so like if we know the same people.”*





Collect a few responses and say:

“People you already know, or who act kind and consistent over time, tend to feel safest. In the Leaked survey, most Thai teens said they feel most comfortable online with friends they also know offline. But they also said that trust online can build fast - sometimes even faster than in real life because people share so much personal stuff early on. That can feel exciting and real, but it’s okay to remind yourself: trust online needs time, just like in-person trust.



Ask:

“Which ones can become risky fastest?”



Collect responses and say:



Possible participant responses: *“Possible participant responses: Strangers on TikTok or Instagram who message out of nowhere.”; “People who move too fast like if they flirting on day one.”; “Verified accounts or fake ‘idol’ accounts.”; “Older people in gaming chats.”; “People who ask to move to private DMs very quick.”; “Online friends who start nice but then ask for personal photos.”*

“The riskiest relationships online are often the ones that start positive but shift. Many young people said the first conversations felt normal like during flirting, joking, or gaming but later may have turned into pressure, manipulation, or exposure. That’s because online, people can show only the side they want you to see. That doesn’t mean everyone you meet online will turn out to be a bad person, but it does mean that there is the risk they might. One thing to look out for would be any time someone moves too fast like asking for private chats, personal info, or secrets. That’s a sign to slow things down. Real relationships, even online, should never make you feel rushed.”



Ask:

“What clues help you tell when something that felt friendly starts to cross a line?”



Collect responses and say:



Possible participant responses: *“When they ask for personal information.”; “If they start asking for photos.”; “When they suddenly talk about body or looks.”; “If they get angry when I don’t reply right away.”; “When they want to keep the conversation secret.”; “If they pressure me to switch apps.”; “When the tone changes like when it gets too flirty or too private.”*

“Those are really good instincts. We know that young people usually notice small changes first like tone, timing, or topic. Someone who was playful becomes more private or secretive. Or the conversation moves from normal things (like hobbies or memes) to personal topics like photos, your body, or your feelings. When that shift happens, that’s your signal. If your stomach tightens or you start overthinking your messages that’s your body warning you that a line is being tested. You don’t have to wait for something bad to happen before you act you can change the subject, take a break, or tell someone you trust.”

Step 4 - Wrap-up



Say: “Different types of relationships online (friends, crushes, gaming buddies, followers) can all be fun and meaningful. But every relationship has its own rhythm and risks. What matters most is that you notice how it makes you feel, and that you always have the right to pause, set boundaries, or step back.

Thai teens said they connect with many people online these are friends, classmates, gamers, and even strangers. Most said it’s fun and positive but also the place where pressure and privacy risks can sometimes start. That’s why it’s important to recognise how relationships can change and when to step back or set boundaries.

Feeling unsure doesn’t mean you’re overreacting. It means your body and mind are warning you to pause and think. Next, we’ll talk about how to protect those boundaries through consent, knowing when you want to say yes, and when you can always say no.”

Age 9-17 (with adjustments for 13-17)

(15 min)

Activity 2: Teaching: Understanding Consent & Boundaries



Open slide 39



Say: “In the last game, we noticed that some situations online made us feel pressured or unsure. Now let’s learn why that happens and how understanding consent and boundaries gives us power to handle it. In the Leaked research, most Thai teens said they knew what felt wrong online, but they weren’t always sure if they were allowed to say no especially when it came from someone they liked or trusted. That’s why we’re going to learn how consent works and what it really looks like online.”



Open Slide 40 and Say:



“Choice means you get to decide what happens to your body, your content, and your personal information. It’s not real consent if you say no but someone keeps asking until you give in and say yes, or if they say things like:

- ‘If you love me, prove it.’
- ‘Everyone else does it.’

We heard from some kids that said they had agreed to send a private photo because she didn’t want their girlfriend/boyfriend to think they didn’t trust him. They said ‘I didn’t really want to, but I felt like I had to.’ That’s not a real choice - that’s pressure. It isn’t a real choice if you’re being guilted, threatened, or persuaded.

Real consent means being able to say yes or no as your own free choice, without fear.”



Open Slide 41 and Say:



“Respect means the other person listens to your answer and accepts it. If you say no and they call you boring, tease you, or try to convince you again, they’re not respecting your decision.

Girls especially often said they were afraid of being judged or losing friends if they refused to send pics or do something online. Boys often said they didn’t want to look weak or too serious. That shows how social pressure can make disrespect seem normal.

But real respect sounds like this:

- ‘No worries.’
- ‘It’s okay if you don’t want to.’
- ‘Thanks for telling me.’

Respect means your decision matters more than someone’s reaction.”



Open Slide 42 and Say:



“Freedom means you can change your mind at any time even after you said yes once. Consent doesn’t expire; it can be withdrawn whenever you start to feel uncomfortable. In Leaked, some young people said they regretted sharing photos because, once they sent them, they felt like they had lost control.

One girl told us she shared a sexy photo with her boyfriend while they were together and felt okay about it then but later, after they broke up, he threatened to share that old photo with other people to pressure her into doing what he wanted.

That shows two things: first, you always have the right to stop or change your mind; and second, when someone uses your past consent against you, that’s manipulation, not respect. Real respect means the other person deletes, stops, and listens when you say, ‘I don’t want this anymore.’”



Open Slide 43 and Say:



“So, remember these three words:

Choice. Respect. Freedom.

If any of them are missing and if you feel pressured, ignored, or trapped - it isn’t consent. And it’s never your fault when someone crosses that line.

Real consent means:

- You have the power to decide.
- Others have the duty to respect.
- And you always have the right to change your mind.”



Open Slide 44 and Say:



“Everything we’ve talked about (choice, respect, and freedom) isn’t just about being polite or having good relationships. They’re actually part of your rights as young people.

The UN Convention on the Rights of the Child is an international agreement that Thailand has signed. It says that every young person has the right to:

- protection,
- privacy, and

- participation in decisions about their own lives.

That includes decisions about your body, your images, your data, and your relationships — both offline and online.”



Laws in Thailand that Protect Children Online (Video)

“When we are online, sometimes things can go wrong like someone sharing our photos without permission, posting hurtful comments, or asking for personal or private images. There are laws that help protect children and young people from these harms. These include:

1. Child Protection Act (2003)

This law protects children’s safety, privacy, and dignity, and to prevent anyone from taking advantage of children.

It says:

- ✓ A “child” means anyone under the age of 18.
- ✓ No one is allowed to share a child’s personal information (such as their full name, home address, school, or clear photos that can identify them), if that information could cause harm, lead to bullying, stigma, or put the child at risk.
- ✓ It’s not allowed for anyone to post or share violent or sexual content involving children.

Posting photos of a child where their face is visible, if it could cause them harm, embarrassment, or bullying, is considered a violation of children’s rights and may be against the law.

2. Computer Crime Act (Amended 2017)

This law helps stop cyberbullying and online sexual harm.

It says:

- ✓ No one is allowed to send, share, or post sexual images or videos of minors (people under 18).
- ✓ Sharing or forwarding someone else’s nude or sexual picture, even if you didn’t create it, is still illegal.
- ✓ If a child is bullied online, they have the right to ask for help and protection.

3. Personal Data Protection Act (PDPA) 2019

This law helps protect the personal data of children and young people, such as photos, phone numbers, LINE IDs, or any information that can identify who you are. It says:

- ✓ If an app, website, or platform wants to collect or use a child's personal data, they must get consent from a parent or guardian first (for children under 10 years old), or get consent from both the young person and their parent/guardian (for children and young people aged 10–19).
- ✓ You have the right to ask them to delete your data or stop using it.

4. Criminal Code Sections 287/1 & 287/2

This law focuses on child sexual images.

It says:

It is illegal to have, create, share, send, or forward any sexual images or videos involving anyone under 18, even if it was meant as a joke, "private," or "just for fun."

This includes images of yourself or other young people. Even if you took the photo yourself, the law protects minors from being sexually exposed or exploited, including self-generated content.

In real life, most young people are not arrested just for taking a photo of themselves, especially if it stays private. But the situation becomes much more serious when:

- ✓ the image gets shared, leaked, or forwarded,
- ✓ someone uses it for pressure, threats, or blackmail, or
- ✓ it is used for commercial, pornographic, or exploitative purposes.

When an image gets spread around, it can lead to serious legal consequences, not just for the person who first shared it, but for everyone who keeps passing it along.

The main goal of this law is not to punish young people, but to protect you from being exploited, pressured, or harmed in any way. It reminds us that private sexual images especially of minors, can easily become unsafe once they leave your control.

Laws That Also Apply to Everyone (Including Us)

Even as children or teenagers, we also have a responsibility to be respectful online and follow the law. These laws help protect others and ourselves from harm.

1. Computer Crime Act

This law also says:

- ✓ Don't hack, change, or destroy someone else's online data
- ✓ Don't spread fake news or false information that harms people or the country
- ✓ Don't forward or share private or nude photos
- ✓ Don't post mean, hurtful, or bullying comments

Even forwarding a nude photo "because a friend sent it" can still break the law.



2. Personal Data Protection Act (PDPA)

This applies to all online platforms - social media, apps, websites or service providers that collect our data

It says:

- ✓ Before sharing someone's personal info (name, photo, address, school, phone, etc.), you need their permission.
- ✓ You control your own data meaning you can ask for it to be removed or not shared.

3. Defamation Law (Criminal Code Sections 326–328)

This law protects people's reputations.

It says:

- ✓ You are not allowed to post or share something false about someone that could hurt their image or embarrass them.
- ✓ If it happens on social media, it is more serious because it spreads faster and affects more people.

In Short — What This Means for Young People



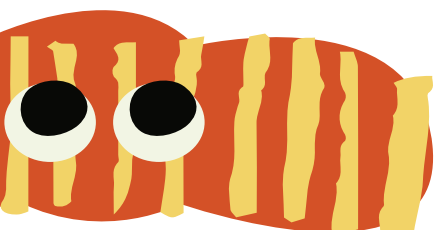
Not Allowed

- Sharing someone's private photo without consent
- Spreading rumors or mocking others
- Posting or forwarding nude images (even as a joke)
- Sharing someone's full name, school, or location



Allowed and Safe

- Sharing supportive, kind, or creative content
- Respecting privacy and asking before posting
- Blocking/reporting harmful content
- Asking permission before sharing





For Age 13-17 open Slide 45 (or video)



Say:

“Let’s connect this to what we just learned:

- Article 12 – The Right to Be Heard: You have the right to express your views and have them respected. When you say ‘no’ or ‘stop,’ that right must be honoured even by people you care about. If someone keeps pushing after you’ve said no, that’s not just disrespect, it’s violating your right to be heard.
- Article 13 – You have the right to share your thoughts, feelings, and creativity, but also to decide what you don’t want to share. Saying ‘I don’t want to’ is part of your freedom of expression too. But when someone pressures or manipulates you into sharing personal photos, or says you have to send something to prove trust, that crosses the line and under Thai law, if that content is sexual or involves a minor, that’s not only unfair, it’s illegal.
- Article 16 – Right to Privacy: You have the right to keep your private life, photos, and messages safe. No one should share them without your consent or pressure you to share them. If someone screenshots, saves, forwards, or threatens to post your private image or chat that’s not just wrong, it’s against the law in Thailand. Even if you shared the photo willingly at first, no one has the right to use it or send it on without permission.

So, when you think about consent, don’t just think about relationships think about your *rights*.

Your rights give you power to:

- say yes or no without guilt,
- change your mind anytime,
- protect your privacy, and
- expect others to treat you with respect.

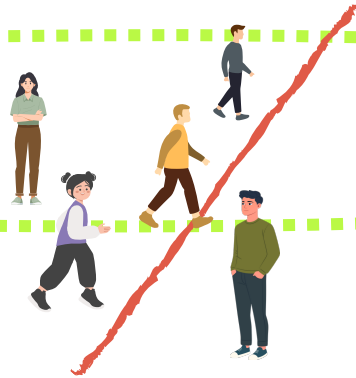
And remember if someone ignores your no, shares without permission, or pressures you it’s not your fault. They’re the ones breaking trust, not you. And, in some cases, they are even breaking the law.”



Activity 3: Your Body Your Rules – Online Edition

Materials:

- Painter's tape to mark a line on the floor



Step 1 – Introduction



Open Slide 47 and say:



Say: “In the last activities, we talked about consent and about Choice, Respect, and Freedom. Now we’re going to test how those ideas show up in real online situations. This game helps us notice when something in our online connections (with friends, classmates, crushes, or people we meet through gaming or social media) feels okay, confusing, or not okay, and what we can do when someone crosses a line. Sometimes sharing photos, chatting late at night, or joining new group chats feels harmless especially when it’s with someone we like or trust. But online relationships can change fast. What starts out feeling fun, friendly, or private can suddenly feel pressured, exposed, or unsafe. If that ever happens, it’s not your fault, even if you initially agreed to share the image or info. It means other people stopped respecting your boundaries. Remember: feeling unsure is a signal. If it doesn’t feel right, you don’t have to keep talking, sharing, or going along with it, no matter who it is or what they say.”

Step 2 – “Crossing the line”



Do:

1. Make a line on the floor.
2. Have all participants stand on one side.
3. Explain: “I’ll read out some online situations. If you think it *crosses a boundary*, take one step over the line. If you think it’s *respectful or safe*, stay where you are.”
4. Read out 6–8 short scenarios. Read out Part A first and let participants move over the line and then read out part B.
5. After each scenario participants move to the zone that matches how they feel.



6. If anyone steps into Crosses a Line, the facilitator invites one or two of them to share something they could say or do to protect themselves or respond.

Part A	Part B
A friend adds you to a new group chat with classmates	later, someone starts sharing mean jokes about another student.
Someone you have been chatting with online for about a month wants to surprise you with a gift on a special day	Then they start asking for your home address, saying, "Don't worry, I just want to send it directly to you."
Your crush reacts to all your stories with heart emojis	One day they ask, "You're in your room right now, right? I'm curious what you wear when you sleep. Can you take a photo and show me?"
You share a funny selfie with a close friend	later you find out they sent it to others without asking.
A gamer you met online compliments your play	And adds you on another app to chat.
You and your partner send each other silly photos	then one day they ask for "something more private."
A classmate posts a video where you appear in the background	they did this without checking with you first.
Your ex messages, saying they miss you and want to talk again	then they add, "I still have the private photos we took together, just so you know."
Someone you follow online offers you free game credits	if you send a "cute selfie."
You don't participate in a "funny dare prank"	everyone teases you for it saying, "You're no fun. Why are you taking it so seriously?"
You send a meme to a group	later someone edits it and reposts it with rude comments.

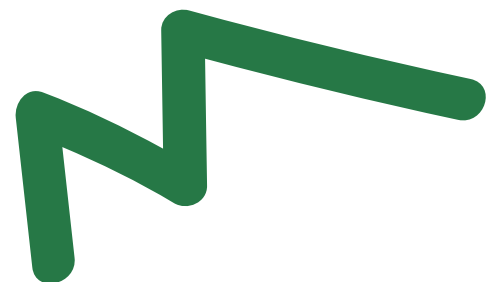


Ask:

Prompt them lightly if needed: "What's something strong you could say or do in that moment?"

Examples of Power-Up Moves they might share:

- "Stop — I didn't say you could post that."
- "Delete that, that's private."
- "No, I'm not sending anything."
- "That's illegal, don't do that."
- "I'm blocking you."
- "That's not funny to me — stop."
- "I'll tell someone I trust."



Step 3 – Group Reflections



Say: “Look at how different those situations felt some were kind and respectful, others confusing or unsafe. Online relationships can give you support, friendship, and fun, but they can also test your boundaries. What matters is noticing how you feel and trusting that feeling. You can like someone, laugh with them, or even flirt and still have the right to stop anytime something doesn’t feel right.”



Ask:

“What’s one thing you’ll remember you can reply to next time something online feels uncomfortable?”



Let a few participants share their favorite phrases.



Step 4 – Wrap Up



Open Slide 48



Say: “Most Thai teens said they actually enjoy connecting online, it’s where they find friends, partners, and support. But many also said that things can get complicated fast, especially when private chats, photos, or attention start to feel like pressure.

Here’s what they told us helps them handle it when things start to feel weird or uncomfortable:

1. Notice the change early: When something shifts — like a friend starts teasing you, or a crush asks for private info — pause and check in with how it feels. If your stomach feels tight or you start overthinking, that’s your signal.
2. Set the tone clearly. You can say things like:
 - “Let’s keep it friendly.”
 - “That’s private.”
 - “I’m not comfortable talking about that.”



Open Slide 49

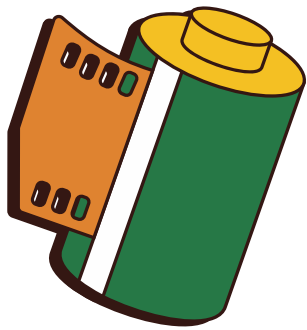


Say:

3. Change the channel: Shift the conversation or take a short break. You don’t owe anyone constant replies. Protect your space. Mute, block, or leave the chat, you don’t need permission to do that.

4. Reach out early: Most young people said they didn't tell adults right away because they were scared of being blamed. But when they did talk to someone they trusted like a friend, sibling, teacher, youth worker it helped them feel stronger and get support.

So, remember you're not alone in figuring this out. Almost every young person we spoke to has had an online chat, relationship, or message that got weird or confusing. It doesn't mean you did anything wrong. What matters is recognizing it early, protecting your boundaries, and asking for help if you need it."



Session 4: What Tech Knows About Us

Learning objectives

By the end of this session, participants will be able to:

- explain in simple terms what an algorithm is and how it shapes online content
- describe how their actions (clicks, likes, searches) create a digital footprint
- recognize how visibility, attention, and privacy settings interact to affect safety and wellbeing
- identify realistic ways to stay in control of what they see and what others see about them online

Materials required

- Printed Handout Session 4. Activity 1: Character Cards for each participant
- Printed Handout Session 4. Activity 1: Blank Feed Template for each participant
- Slide Pack Session 4
- Printed Handout Session 4. Activity 2: Action Cards
- Laptop with Projector or screen
- Pens, pencils, markers and paper

Preparation

- ✓ Print Handout Session 4. Activity 1: Character Cards
- ✓ Print Handout Session 4. Activity 1: Blank Feed Template

Total time duration: 60 min



Setting the Stage



Open Slide 50



Say:

“Every time we scroll, click, or like something online, there’s a system quietly taking notes. It’s not a person; it’s called an *algorithm*. Algorithms decide what shows up on your feed, which videos are recommended, which ads you see, and even which people or pages get suggested to you.”



Ask:

“Have you ever noticed that after you search for something — like games, makeup, or a song, suddenly you see more of it everywhere?”



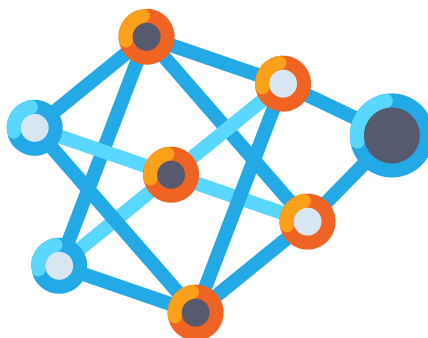
Take a few quick responses.



Say:

“That’s the algorithm at work. It’s designed to guess what you might like based on your clicks, likes, and watch time. But it doesn’t actually *know* you. It only reacts to what you do. That means one random click can shape what you keep seeing, even if it’s something you didn’t really mean to look for.

Today, we’ll uncover how these hidden systems, algorithms, ads, and recommendations influence what we see and how we feel online. The goal isn’t to say technology is bad, but to understand how it works so that *we* stay in control, not the other way around.”



Activity 1: My Feed Game



Materials:

- Printed Handout Session 4. Activity 1: Character Cards
- Printed Session 4. Activity 1: Blank Feed Template
- Slides 51-55
- Markers or pens and paper

Step 1- Introduction



Say:

“Every click teaches the system something about you. But if someone else clicked differently, even just a few times, they’d end up in a totally different online world.

Let’s play a quick game to see how two people’s feeds can become completely different after just a few clicks.”

Step 2 – Game



Do:

1. Form pairs. Give each pair the same Character Card and each person a Blank Feed Template.
2. Explain: “You’re both playing the same person. This is your digital twin. Let’s see if you end up living in the same online world.”
3. Round 1: Display Slide 52 with the first set of Post participants can select from.
 - Each participant secretly chooses one post their character would click, and records or sketches it in Box 1.
4. Round 2-4: Open slide – 53-55
 - After each round, display the next slide showing what the algorithm might start showing next (based on common recommendation patterns).
 - Participants again choose one post, record it in the next box, and continue until their "feed" has four posts.
5. Reveal: After Round 4, have partners compare their feeds.

Step 3 – Compare your feeds



Ask:

- “You started as the same person—what’s different now?”
- “Whose feed feels more positive or comfortable? Why?”
- “Did anything appear that you didn’t expect?”



After five minutes, invite volunteers to share key reflections with the group.

Step 4 – Wrap Up



Open slide 56



Say: “Let’s examine that further. You just saw how two people with the same interests can end up in totally different feeds so what’s controlling what you see online?”

From what young people told us in the Leaked study, many said that content ‘just appears.’ One minute they’re watching something harmless, and suddenly their feed starts showing dating ads, challenges, or more adult posts even when they didn’t search for them. That’s not random; that’s the algorithm at work.

Algorithms are like giant sorting machines. They collect tiny signals from everything we do online what we click, how long we watch, what we search for, who we follow, even which trends or hashtags we interact with. They also notice what we skip, hide, or scroll past. Together, all these signals build a digital picture of what the system thinks we like.

But here’s the important part: the algorithm doesn’t really know you. It doesn’t understand what’s appropriate for your age, your mood, or your intentions, it just measures your attention. It can’t tell if you’re watching something because you’re interested, uncomfortable, or just curious. It only sees that you stopped and watched. And unfortunately violent, extreme or sexual things are what draw people’s attention. That’s why, for some young people in Leaked, feeds quickly became more sexualized or violent, or they felt some kind of pressure to fit in especially when content linked to attraction, popularity, or body image started to repeat.

So, the system isn’t evil, it’s just reactive but these huge tech companies like Meta aren’t here to protect you either. Their algorithms copy curiosity. And that can shape how we feel, what we think is normal, or even what we believe everyone else is doing online. That’s why awareness is so important because once you understand what drives your feed, you can take back control. Ultimately, we want to demand that tech is a safe place

for young people and everyone but for now you need to understand how these things work to make at least your online world a nicer place.



Open slide 57



Say: The here's how:

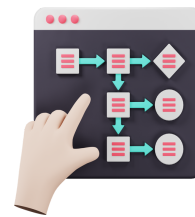
1. Be mindful of what you interact with. Every like, comment, or pause is a signal. If something feels uncomfortable or doesn't represent who you are, just scroll past or skip it. That's one quiet way to retrain your feed.
2. Use your tools. Every platform has features like *Not Interested*, *Hide Post*, *Mute*, or *Unfollow*. Use them often. You can also clear your watch or search history to give your feed a fresh start on a lot of platforms.



Open slide 58

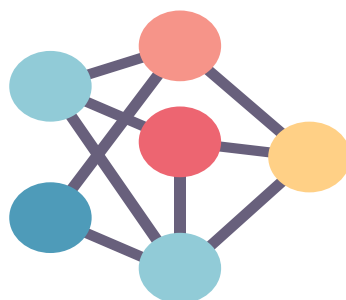


Say:



3. Balance your feed. Try following accounts and topics that make you feel positive, creative, or inspired. Algorithms copy patterns, so give them better ones to learn from.
4. Notice how your feed affects your feelings. If what you see starts making you feel pressured, not good enough, or confused, that's a sign to pause, reset, or talk to someone you trust. Those feelings are early warning signs that the system is feeding you something that doesn't serve you.
5. Remember your right to choice. You decide what's worth your time and attention not the app. You have the power to teach the system what kind of digital space you want to live in.

So, remember algorithms don't control you, they follow you. Every small choice you make shapes the next thing you see. When you pause, skip, or search for something positive, you're already reclaiming your algorithm. That's digital power - knowing how the system works, and using it to protect your space, your safety, and your mood."



Activity 2: Digital Footprints & Online Choices

Materials:

- One set of Session 4. Activity 2: Action Cards



Step 1 – Introduction



Open Slide 59



Say: “You’ve probably all heard warnings from adults like ‘Be careful what you post, it could ruin your future job!’ and yes, that can be true. But your digital footprint is actually much bigger than that. It’s not just about what adults or employers might see one day; it’s a reflection of who you are online right now what you care about, who you connect with, and how you express yourself.

In the Leaked study, young people said that what they post often comes from curiosity, trust, or wanting to belong. Most didn’t think of it as risky, it just felt normal. But once something is shared, it can travel quickly, sometimes in ways we don’t expect.

Today we’ll look at how those online choices from a harmless joke to a private message create a kind of trail behind us, called a digital footprint. We’ll also talk about how to stay in control of that trail and what to do if something starts to spread that you didn’t mean to share.”



Ask:

“What do you think the words *digital footprint* means?”



Collect quick answers.




Say: “A digital footprint is the trail of information we leave behind online things like the photos we post, comments, searches, likes, and even deleted posts. It’s not always bad

and we all have one. The key is knowing how to shape it and what to do when something we share travels in ways we didn't expect."

Step 2 – Digital Footprint Domino



Do:

1. Form groups of 5-6 participants.
2. Give Each Group one Action Card
3.  **Say:** "Each group now has one starting moment something we see online every day. Your job is to imagine two different pathways this moment could lead to.

Path A is what happens if everything stays okay. Path B is what happens if it starts going wrong and what you could do to take back control."

Ask each group to draw or map:

- 3-5 steps on each path
- End with a "footprint" what stays behind"

"Let me show you how one small online moment can leave two very different digital footprints one now, and one in the future."

Let's use this Action Card: '*You post a joke comment calling a classmate "Loser 😂".*
Now I create two pathways.':



Option 1	Option 2
Step 1: You realize the comment might hurt your classmate.	Step 1: Someone screenshots the "Loser 😂" comment before you delete it.
Step 2: You delete it and message them: "Hey I'm sorry that wasn't funny."	Step 2: It gets shared around during a small online argument at school.
Step 3: They forgive you and you both move on.	Step 3: Years later, you apply for a leadership role (prefect, club leader, job, scholarship... even governor).
	Step 4: Someone searches your old posts...and the screenshot comes up.
Digital Footprint: "A mistake, but also proof that I fix things and treat people with respect."	Digital Footprint: "A comment that makes me look unkind years later even though I've changed."

"See? The footprint isn't just what happened that day. Sometimes it's what stays behind, even when you didn't mean it, don't feel that way anymore, or forgot it happened. That's why we think before posting AND why fixing mistakes quickly also becomes part of your footprint."

For participants aged 9-12 only let them map one pathway with what they believe the outcome of the action card could be (positive or negative).

4. Let participants map their Pathways based on their action cards.
5. Ask Groups to present, when they do have them share: their action card, their two pathways, the lasting footprint and what they learned.



Say: "Everything we do online creates a kind of map. Some footprints fade quickly; others stay visible for years. The problem isn't curiosity or connection it's when content

spreads without consent. What matters is knowing how to step in, support friends, and rebuild your footprint in a way that feels true to who you are.”

Step 3 – Wrap Up



Open Slide 60

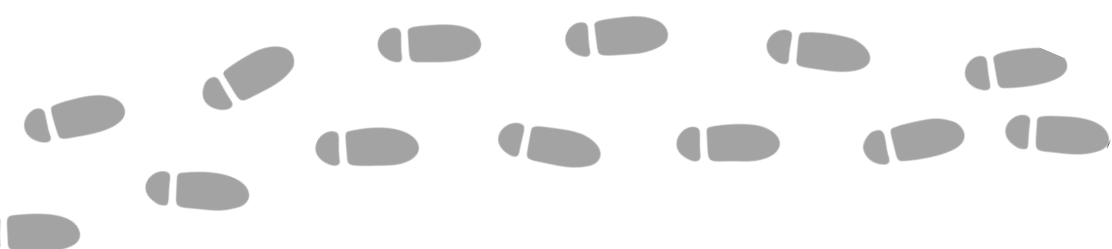


Say: “Your digital footprint is the sum of all your actions. It’s what you post, what others share about you, and what platforms quietly collect in the background. It’s not just about data; it’s also a reflection of who you are online and offline.

Here’s what actually shapes it:

- Design: Platforms make sharing easy and deleting hard.
- Emotion: When we’re excited, angry, or in love, we post faster and think less.
- Connection: Friends, followers, and group chats spread things — sometimes with good intentions, sometimes not.
- Curiosity: One click can start a pattern the algorithm keeps repeating.

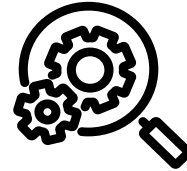
And remember your digital footprint doesn’t just show what you like; it shows your values and how you treat people. If you post kind, funny, or creative things, that becomes part of your story. If you post hurtful, mean, or disrespectful stuff, that also becomes part of your story online and offline. What you do online still reflects the kind of person you are in real life. In most cases, you can’t erase every footprint, but you can always make new ones. Every time you post something thoughtful, supportive, or creative, you’re shaping a footprint you can be proud of.”



Activity 3: Privacy Settings Challenge – The Gaps

Materials:

- Pen and Paper



Step 1 – Introduction



Open Slide 61



Say: “We’ve talked about how algorithms shape what we see and how likes and trends influence us. Now let’s look at privacy settings, the tools that help us control who sees *us*.”

Most apps let us make our accounts private, limit who can message us, or hide certain posts. But even with these tools, risks don’t disappear completely. This activity isn’t about what’s right or wrong, it’s about understanding where privacy settings help, and where the gaps still are.”

Step 2 – Quick Poll



Ask:

“Who here has made their account private or used privacy settings before?”

Show of hands no need to explain why.

Step 3 – Small Group Challenge:

1. Split participants into groups of 4-5.
2. Ask each group to list:
 - Two things privacy settings can protect you from
 - Two things privacy settings can’t fully protect you from
3. Encourage groups to include real-life examples or things they’ve seen online (no personal details).



4. Invite a few ideas from each group for both lists.



Say: “It’s totally ok to have a public account and there are any reasons why you might have one, but privacy settings are like locks on a door they stop strangers from walking in, but they can’t control what guests do once they’re inside. The tools help, but they don’t replace awareness or consent.”

Step 4 – Wrap-Up



Open Slide 62 - 63



Say:

“From the *Leaked* study, we know that many of you know how to turn on your privacy settings and already have private accounts, so I won’t bore you further with how to change those but if you don’t know how you could google the app + private account for explanations. What I would like to show you though is how the data also showed us how those with private accounts were **half as likely** to receive unwanted sexual or romantic messages. So even though there are many reasons why you might want a public account it’s important to keep in mind that it can serve as a way to keep unwanted people to contact you online.

Beyond just making your account private you can also:

- Turn off ‘message requests’ from strangers.
- Hide stories from specific followers.
- Limit who can comment or tag you.
- Review followers every few months to clear out people who you don’t want to have that much access to your life.



Say: So yes, privacy settings *work*. They reduce exposure to unwanted contact and help you feel more in control of your space. But there are many reasons why you might want to have a public account and that’s also super valid and they also can’t do everything. They can’t stop screenshots, gossip, or friends resharing private content. That’s why awareness and boundaries are just as important.



Say: Your digital privacy isn’t only about hiding, it’s about choosing who you trust, how much you share, and when you want to be visible.

You always have the right to:

- Make your account private or public and change the settings anytime.

- Say no to friend or follow requests that don't feel right.
- Block or report anyone who crosses your boundaries.
- Decide which parts of your life stay offline.

So, think of privacy settings as your *first line of protection*, and your awareness and confidence as the strong backup."



Session 5: Tricks & Trust Online



Learning objectives

By the end of this session, participants will be able to

- recognize common manipulation or “trap” tactics used by peers, strangers, and platforms
- practice spotting emotional triggers that lead to unsafe actions online
- demonstrate empathy-based responses when harm occurs online
- identify safe, realistic ways to pause, speak, and support when someone’s dignity is violated

Materials

- Slide Pack: Session 5
- 2 color cards / signs per team
- Flip-chart + marker for scoring
- Optional small prize
- Scenario cards for Standing Up and Showing Up Online
- Laptop with Projector / screen

Preparation

- ✓ Print Handout Session 5. Activity 1: Real or Trap

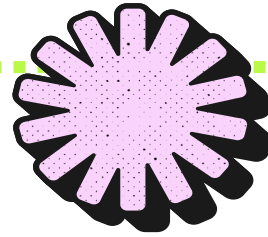
Total Time duration: 60 min



Setting the Stage

Materials:

- Slide pack 5



Open Slide 64



Say: “One thing that happens when people talk about being online is talk about ‘online life’ and ‘real life’ as if they were separate. But they aren’t - we are all online basically all the time now and things that happen online always affect your offline life. And the person who posts, comments, or shares online is still you offline too.

What you do online *is part of who you are*. The good stuff - like supporting a friend, being kind to others in your groups and streams, or standing up for someone - adds to your reputation and trust. But the hurtful stuff - like teasing, spreading misinformation, or bullying - also adds to your reputation in negative ways. Remember we learned this when we talked about digital footprints. There’s no undo button for what you say or share online.

Being a responsible digital citizen doesn’t mean being perfect or never making mistakes. It means realizing that every click, comment, or share represents *you*. Your values, your character, your empathy. What you do online always reflects the person you are offline, and what you do offline shapes how you behave online.”



Activity 1: Real or Trap?



Materials:

- Slide Pack: Session 5
- Handout Session 5. Activity 1: Real or Trap
- Optional: small prize for winner

Step 1 – Introduction



Say: What can you do when someone tries to push you into something you wouldn't normally do? Let's look at how to spot those moments like the scams, tricks, or pressures and take back control before they take control of you."

Step 2 – Real or Trap game



Do:

1. Explain the signals:
 - Trap - someone's trying to pressure, trick, or exploit.
2. Say: "I'll read each message out loud (or you'll see it on screen). Within five seconds, hold up your color card to vote."
3. One by one, read out the text on the slides
4. Each Participant raises their color card within 5 seconds.
5. Reveal the answer and give a very quick 10-second explanation of why.
6. Score 1 point per correct answer



Open Slide 65. Scenario 1

"Claim your FREE Mobile Legends diamonds! First 200 players only. Add me on Line to Claim."

Correct : Likely Trap

Why: Fake reward + third-party link + login request → classic gaming scam.

Bystander Action: “Don’t click that — report the fake promo.”



Open Slide 66 Scenario 2

“Your teacher posts the schedule for next week’s exam in the class chat.”

Correct: Real

Why: Normal, safe communication — clear purpose, no pressure, no secrecy.

Bystander Action: None needed — this is healthy online behaviour.



Open Slide 67 Scenario 3

An Instagram account named “Teacher_Ploy.Official” DMs the class: “Submit your homework through this link before 7PM.”

Correct: Trap

Why: Impersonation + suspicious link + teacher switching name without warning.

Bystander Action: Message the real teacher on the official school channel to check if it’s actually them.



Open Slide 68 Scenario 4

“Your video violates community guidelines. You need to verify your identity or your account will be temporarily suspended. Please click here to verify: tiktokhelpcenter.th.co/verify”

Correct: Likely Trap

Why: Pressure + They ask you to fill a form or click a suspicious link. TikTok will never contact you to ask for your password, verification codes, or other sensitive personal information. If you receive a message claiming to be from TikTok that does, it's likely a phishing attempt.

Bystander Action: if you see or receive a suspicious message, email, video, or link asking you to enter your TikTok login credentials, don't open it and [report it to Tiktok](#) immediately. Change your password and turn on 2-step verification can add an extra layer of security to your account.



Open Slide 69 Scenario 5

“You receive an SMS from ‘TwitchTV’ saying: ‘รับหน่วย ลงแอปแล้วได้ 50 แลย<https://8988666.org/Bdf>’ and a second message a few minutes later saying: ‘รับหน่วย ไม่จำกัด ลงแอปแล้วได้ ห้าสิบบลย.’”

Correct: Trap

Why: This is a common Thai SMS scam. The scammer tries to get you to download a fake app or click a dangerous link. These apps can steal passwords, bank info, or OTP codes. Real companies never send messages like this, and the strange URL is a red flag.

Bystander Action: Don’t click. Block the number. Warn friends not to tap similar links and tell a trusted adult if you accidentally opened it.



Open Slide 70 Scenario 6

“Someone forwards a screenshot in your class LINE group saying: “the school is closed for 3 days because a teacher has COVID” with a link to a page you’ve never heard of. Everyone starts reacting with panic emojis.”

Correct: Trap

Why: This is misinformation — false or unverified news designed to spread quickly. The screenshot looks real, but the page is not an official school or government source. Scammers often use fake “news updates” to get clicks, spread rumors, or direct people to dangerous links. Real announcements always come from school channels, not random pages.

Bystander Action: Pause the group chat by saying: Let’s wait — this isn’t from the school.” Check the official school LINE/website, don’t click unknown links, and remind friends not to forward unverified info.



Open Slide 71– Scenario 7 (for older youth):

“You receive an email from a professor at a well-known university saying you have been selected for a 1-month study-abroad scholarship. To secure your spot, you must urgently pay the visa application fee and other processing costs by this evening to the bank account attached in the email.”

Correct: Likely a scam

Why: There are scam groups that target high school and university students by looking up professors’ names, photos, and positions from official university websites. They then

use those photos to create fake LINE or email profiles and pretend to offer study tours or international scholarship trips. Their goal is to trick students into paying visa fees, processing charges, or money for “financial statements.” If such program does really exist, they would never ask you to transfer money to a professor’s personal bank account.

Bystander Action: Carefully check all details before replying or transferring money. You should contact your homeroom teacher or the actual university department to confirm whether such a program exists. If the program is real, you can verify it directly through the official faculty or department organizing it

If you have already transferred money by mistake, call the AOC Online Scam Hotline at 1441 immediately (available 24 hours).



Open Slide 72- Scenario 8

“A senior you know, who is now an influencer, messages you on Facebook and tells you that your skin looks beautiful and smooth and that you would be perfect for a review job. They ask you to send full-body photos and photos that clearly show your skin and body shape so they can “select” you. They say the payment starts at 20,000 baht and pressure you to send the photos within the same day to secure the opportunity. They then add that “if the photos are more revealing and show your body more clearly, the payment will increase. This project is confidential. Don’t tell anyone yet.”

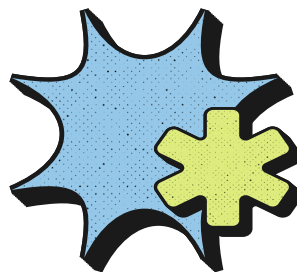
Answer: This could be a scam or a grooming situation.

Why: This situation shows many warning signs of grooming. The person starts by complimenting your appearance to build trust and make you feel special. They offer a payment that is unusually high to create excitement and make the request seem attractive. They rush you to respond quickly so you don’t have time to think carefully or talk to a trusted adult. They slowly push boundaries by asking for more revealing photos and frame it as part of “work.” The request to keep everything secret is a very serious red flag. Real influencer or review jobs do not require sexualized or sensitive photos, do not pressure you to act immediately, and do not ask you to hide the situation from others. Together, these behaviors suggest an attempt to isolate you and push you beyond your personal safety boundaries.

Bystander Action: If you notice these signs, it's important to stop replying right away and not send any photos. Save the messages as evidence and talk to a trusted adult as soon as possible. Recognising these patterns early helps protect you from being pressured, exploited, or harmed.



Announce the winner



Step 3 - Debrief



Open Slide 73 - 74



Say: "Nice job, everyone! You just spotted how online tricks and harmful behaviours work and you probably noticed how some of us were tricked because the traps felt so real. Let's take a minute to look at what all those examples have in common. I'll tell you some of the patterns that help you recognise when something is wrong.

1. Most traps use emotion to make you act fast. You'll notice that none of those examples asked you to think calmly. They all wanted a quick reaction and they wanted you to click, send, or join right now. That's the first red flag. Real messages give you time to think; traps make you feel something strong: feelings like excited, scared, guilty, pressured, or flattered. If you ever feel a post or message pushing you to react fast, that's your signal to slow down instead and try to think calmly.

It could sound like:

- 'Your account will close in one hour.' (That's fear and urgency.)
- 'You've won a prize — click here to claim it!' (That's fake reward.)
- 'Don't tell anyone about this challenge.' (That's secrecy.)
- Or 'If you really trust me, send one private photo.' (That's guilt and emotional pressure.)

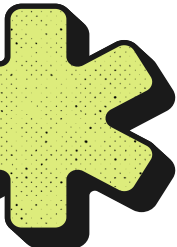
And this also includes mis- and disinformation. Sometimes posts or messages try to make you angry, shocked, or scared so you will share them quickly, without checking if they're real.

Things like:

- Fake rumours about classmates or teachers
- Edited screenshots or fake "news"
- Posts that say "Share this NOW before they delete it!"

When something makes you feel strong emotions *very fast*, that's a sign to slow down and double-check before reacting.

When you are online and you feel things in your body - like your heart race or your stomach twist — stop and ask yourself: Why do they want me to feel this way?"

- 
2. Any message that asks for private things like passwords, photos, bank details, personal information is a trap. No app, school, or trusted adult will ever ask you for that through a chat. And if it's seemingly someone you trust but a weird number or slightly different name it's better to check with the person in person instead of just trusting it's them.
 3. Your friends need permission before they share your photo, tag you in something, or post a screenshot of your messages. When you say no or don't share, you're not being rude you're setting a boundary. And good boundaries are part of being a respectful digital citizen.
 4. If you see content that targets or embarrasses someone that's harm, not humor. Another kind of trap happens in group chats or comment sections. It's when people laugh at someone's mistake, share a private image, or post an embarrassing meme and call it a joke. Anything someone posts that makes someone else feel exposed, uncomfortable, or unsafe is not a joke. It is harmful. And just like offline we shouldn't ignore harm. We should speak up. That doesn't mean fights online. Sometimes it's as simple as changing the topic, reporting the post, or sending a message like: 'Hey, that's not funny — delete it.' Those small actions matter. They show what kind of person you are, online and offline and help make the spaces you are in feel safer and comfortable for everyone.

If you see someone being tricked, teased, or targeted, you can:

- Report or block the harmful post or account.
- Speak up with something short and calm, like 'Let's delete this.'
- Or check in privately with the person who's been hurt.

You don't need to be loud to be brave. Quiet support counts too.

Every time you refuse to join in, or you stand beside someone who's been targeted, you make that online space safer for everyone."

Everything we do online shows who we are. When you choose to pause and think, you're avoiding scams or drama. When you speak on things that don't feel right, you are making your online spaces safer for everyone."

Activity 2: Standing Up and Showing Up Online

Materials:

- Slide Pack: Session 5



Step 1 - Introduction



Say: “In the last activity, we talked about spotting traps and manipulative messages that try to make us act fast or cross our boundaries. But sometimes, the hardest situations online don’t come from strangers trying to scam us. They come from people we know like classmates, friends, or people we met online who we like and trust already.

In the Leaked research project, 2000 young people in Thailand told us a lot about sharing nudes. In most cases, sharing nudes starts in a trusting relationship. A boyfriend or girlfriend asks for a picture as a way of showing closeness, or a friend says, “send one too so it’s fair.” You might share because you want to feel seen, validated, or loved, especially when the person asking makes you feel special. For many young people, it also feels like a normal part of flirting and modern relationships. But things can sometimes spread in ways you never expected.

Of course, there are also moments when people are pressured directly. Some young people say they don’t want to seem childish or uncool by saying no. Someone might say, “If you really trust me, prove it,” or threaten to end the relationship if you refuse. Other young people say they share nudes out of curiosity, fun, or a moment of confidence, and they don’t expect anything bad to come from it.

Young people who had fallen victim to their nudes being leaked said that what hurts most isn’t just the photo being seen, but it was the moment someone that they really respected broke their trust. Maybe they forwarded a nude photo, or they showed it to their friends, or they kept it after they promised to delete it. In some cases, friends turned it into a joke, shared a pic in anger, or leaked it after an argument. Some said

classmates screenshotted private messages or posts and sent them around for gossip. And sometimes it wasn't about cruelty at all it was carelessness. Someone reposted or reshared something that wasn't theirs to share.

But no matter the reason, the result is the same: someone's privacy is violated and trust is broken. In *Leaked*, more than half of Thai teens said technology makes it too easy to share private photos without thinking about the consequences. Many also said they've seen or received a nude of someone their age being passed around in chats or groups usually from people they know, not strangers.

That shows something important: the biggest risks aren't always outside our circles. Risks can come from choices made in moments of trust, pressure, or humor that go too far. When this happens, it can feel like everything spirals out of control. The person in the photo might feel exposed, ashamed, or scared. Others in the group might feel confused or unsure what to do.

These moments test who we really are as people. Not just online, but in real life too. Being a responsible person online means not joining in, not laughing, and not staying silent. It means recognising that there's a real person behind that screen who's been hurt and deciding to be part of stopping the harm instead of spreading it.

Today, we'll practise what that looks like how to respond safely, how to show empathy, and how to take back control of our online spaces when trust is broken."

Step 2 – Scenario Challenge



Open Slide 75



Say: "Now we're going to play a game called *The ABC Game*. It's about how quickly things can spread online — and what we choose can change things. This story will unfold step by step. At each moment, you'll see three choices on the screen. As a group, you'll decide what happens next. Every choice changes the story's outcome.



Ask the group to stand up. Depending on their choice, they should move around the room each time:

- A over here,
- B in the middle,
- C on the other side.



The goal is to see how our choices shape what happens.

Round 1:



Open Slide 76



Read out the Scenario:

"A classmate shares a *'private photo of their ex'* that they kept from when they were still together, in the class LINE group, with the message: *'I've got something really good for you to see.'*"



Choices on the slide:

A: Forward it to friends in another class because you think everyone is probably already seeing it anyway.

B: Read it but don't reply, and quietly leave the chat because you don't want to be involved.

C: Reply by typing, *"This isn't okay. Please stop sending this and delete it from the group."*



Say:

"Move to the corner that matches your choice."



Open Slide 77

A: The photo spreads faster and reaches many more classrooms.

B: You don't add harm, but you also don't stop it.

C: Your friend pauses — maybe embarrassed — and deletes it.



Say:

"Sometimes people send things without thinking. A calm message like, 'Don't send that,' can stop it right there. You don't have to fight — just show it's not okay."

Round 2:



Open Slide 78



Read out the Scenario:

"The person in the nude photo finds out people are sharing it and messages a big group chat with many friends and says: 'Who sent this?'"



Choices on the slide:

A: Stay silent; you didn't start it.

B: Say 'Sorry,' but don't do anything else.

C: Send a supportive message to the person privately saying "This must suck are you ok?".



Say:

"Move to the corner that matches your choice."



Open Slide 79

A: They feel alone and ashamed.

B: They still don't know who to trust.

C: They know someone cares. They reach out for help.



Say:

"Even one message from a friend saying, 'I'm here for you,' can make a huge difference. Quiet support counts. You don't need to be loud to be brave. But it's also ok to call out wrong behavior online."

Round 3:



Open Slide 80



Read out the Scenario:

"Your friend asks for your help to decide what to do next."



Choices on the slide:

A: Say, *'Just leave it. It'll die down. In two or three years, no one will remember.'*

B: Don't reply because you don't want to get involved.

C: Suggest, *'Do you want us to talk to a teacher or a trusted adult together? You shouldn't have to deal with this alone.'*



Say:

"Move to the corner that matches your choice."



Open Slide 81

A: The post keeps spreading.

B: Nothing changes — the photo continues to circulate, and the emotional and safety impacts remain.

C: The adult helps get the post removed and connects the friend with some other supports.



Say:

"Taking action online isn't just about reporting it's also about connection. Reporting helps remove the post, but empathy helps repair the person. Both matter."



Ask Participants to sit back down.

Step 3 - Wrap up



Open Slide 82



“What made the biggest difference in the game? When did the harm start to slow down?”



After two or three short answers



Say:

“Exactly! The harm slowed down when someone spoke up or took some action. There were different types of action that all had different levels of positive impact. But mostly, any action had at least a little bit of positive impact. Every harmful post or photo spreads because people join in causing harm or stay silent. It stops when people act with empathy.

Every round of this game showed a chain reaction and how one decision can either increase harm or stop harm from continuing.

Many people aren’t trying to be cruel when they reshare images; they just didn’t think about what can happen next. What made the difference was when someone stepped in with empathy or care instead of humiliation and shame.

That single moment of courage can slow everything down and remind others that there’s a real person behind the screen



Open Slide 83



Say:

There are three things that can help stop harm online.

1. **Pause.** Don’t react right away. Take a second before liking, laughing, or forwarding. That short pause gives you back control.
2. **Speak.** Say something that shows care, even if it’s small. It could be ‘That’s not okay,’ or a private message to check in with someone who’s been hurt.
3. **Support.** Report the post, check in with the person, or encourage others not to join in. Even quiet support counts you don’t have to be loud to be brave. If they need support look for a trusted person who might be able to support. The HUG Project is also always there to help.

These steps might sound simple, but they’re powerful. They show what kind of person you are online the same person you want to be offline.”

Session 6: Disclosure & Take It Down



Learning objectives

By the end of this session, participants will be able to:

- understand that losing control of a private or sexual image can be managed and that support is available
- identify different sources of help from trusted people to formal reporting channels and know what each can do
- learn how to safely collect evidence and report content to apps, social workers, or police
- recognise that seeking help is never shameful and that everyone deserves dignity, respect, and protection

Materials required

- Flipchart Paper
- Paper and pens
- Computer with Projector and Screen
- Slide Pack: Session 6



Preparation

- ✓ Label 1 piece of flipchart paper with the following categories each:
 - Friends / Peers
 - Parents or Family
 - Teachers or School Staff
 - Platform / App Reporting Tools
 - Formal Reporting (police, social worker)



Total time duration: 45 min

Setting the Stage



Open Slide 84 - 85



Say:

"Most of the time, being online is fun. We chat, play, share content, and connect with people we like. But sometimes, things can go wrong.

Online harm often starts small as a chat, a joke, a new friend request and can slowly cross a line. Situations that cause harm to young people online are called Technology-Facilitated Child Sexual Exploitation and Abuse.

This includes:

- being pressured or tricked into sending sexual messages or pictures;
- someone offering gifts, game credits, or money in exchange for sexual content;
- chat groups that share sexual material, including of people under 18;
- being threatened to send sexual content; or
- someone pretending to be your age to build trust and ask for sexual content.

These things can happen on normal apps we use every day like TikTok, Line, Instagram, Discord, gaming chats and can be perpetrated by strangers but also people we know and trust.

These things are never the victim's fault. The offender must receive the blame, not the victim.

Many times, we take risks, but nothing goes wrong. That's what makes decision-making tricky about what's safe and what's not. Sometimes young people share nudes from trust or friendship. Sometimes it's completely consensual. Many times, nobody leaks the content and nothing bad happens at all.

But you can never know for sure. Even if nothing is leaked, sometimes people still feel anxious or ashamed anyway. And sometimes it becomes very harmful, like when:

- a private photo is forwarded or edited to embarrass someone.
- a person is pressured or blackmailed to send more; or
- someone uses fake photos to get closer before asking for sexual things.

So, in this session we are going to talk about what to do if something does go wrong.

We will discuss:

- how to determine who to talk to
- where to go to make a formal report
- what happens when you decide to tell someone."

Age 9-17

(35 min)

Activity 1: Know Your Options – Mapping Support

Materials

- Flipchart paper
- Pens



Step 1 - Introduction



Open Slide 86



Say: "Sometimes when something goes wrong online, we freeze because we don't know where to start. In Leaked, most young people said they tried to handle it alone or they only told a friend. Very few told an adult, often because they thought it would not help to improve the situation or because they thought that they would get blamed."

Step 2 - Brainstorm



Ask:

"Who would not blame you and could help if something goes wrong?"

Collect responses on the board.

Step 3 - Group Mapping

1. Divide the participants into five small groups.
2. Give each group one piece of flipchart paper with one of the categories of support:
 - Friends / Peers
 - Parents or Family
 - Teachers or School Staff
 - Platform / App Reporting Tools
 - Formal Reporting (police, social worker)
3. Ask each group to discuss 10 minutes:

- What are the pros (why this type of help is useful or safe)?
 - What are the cons (what might make it harder or less effective)?
 - What type of problems would this be useful?
4. Each group writes their points in two columns (Pros / Cons) on their flip chart paper.

Step 4- Reflection



Say:



“Thank you, everyone. Let’s take a look at what you came up with. You’ve identified many different people and places that can help when something goes wrong online. Each option has strengths but also limits. What matters most is knowing who you can trust and what kind of help each one can offer.

Because one of the barriers to reporting is that young people don’t know what will happen once, they tell someone I want to explain the most likely steps that will happen once you report - it’s important to know what each one really does.”



Open Slide 87



Say:

“Let’s start with **trusted people**. A trusted person is someone who listens, keeps you safe, and doesn’t judge. You can tell they are trustworthy because they listen without getting angry, help you find real solutions instead of blaming you, keep things private unless someone is in danger, and check back in with you instead of disappearing.

Who that person is can be different for everyone. For some, it might be a parent, a teacher, a school counselor, a coach, an older sibling. If someone says their boyfriend or an online friend is their trusted person, that’s okay to discuss too. The key question to ask yourself is: Does this person make me feel safe and respected, and do they help me make healthy choices?

Trusted people are often the first step they listen, help you calm down, and can connect you to the next layer of support.”



Open Slide 88



Say:



“The next type of potential support comes from **reporting tools on apps** like Instagram, TikTok, or Facebook. When you tap ‘Report photo,’ ‘Report post,’ or ‘Report nudity of a

minor,' your report goes directly to a review team inside that platform. It won't be shown to the person you reported that you made a report.

That team checks the content. If it breaks the platform's rules, they remove it and may close or warn that account. They will never tell the other person who reported them. It usually takes a few hours or a few days for the review to finish. They do not always tell you what they decided and why they decided that way. In many cases nothing happens when you report it to the website. But it's worth trying and the more you report hopefully the platforms will improve over time.



Open Slide 89



Say:

If you ever report something, it helps to collect evidence before you do. Take a screenshot, note the date and time, and save the username or link. That makes it much easier for moderators to find and delete the right content but also if you later decide to tell the police that is good evidence to have."

"Another option is reporting to **social workers** like at the HUG Project. HUG has trained social workers based in Chiang Mai who help young people across Northern Thailand. If a nude or private image has been shared, HUG staff will listen without judgment, make sure you are safe, and help you collect any evidence you need. They can contact the platform to request removal or connect your case to TICAC, the Thai cybercrime police unit, if it becomes a legal matter.

They can also link you with counseling or legal advice if you want it. HUG's goal is protection, not punishment. You will never get in trouble for asking for help. You can reach HUG through their Facebook page, Line account, or phone number."

"Finally, there's **formal reporting**, which includes the police and government child protection officers. If someone is threatening, blackmailing, or sharing your photo, that is a crime.

You or a trusted adult can go to the Cyber Crime Investigation Bureau or your local police station. When you report, police can take a statement, save evidence, contact platforms to remove the content, and investigate the person who shared or threatened you.

They often work closely with HUG so you don't have to face the process alone. And under Thai law, you will not be arrested for reporting that your own images were leaked you are the person needing protection, not the offender."



Open Slide 90



Say:

“So, depending on what’s happening, you can reach out to different kinds of help:

- a trusted person to listen and support you,
- the platform to remove harmful content,
- HUG Project for protection and guidance, and
- the police if someone is breaking the law.

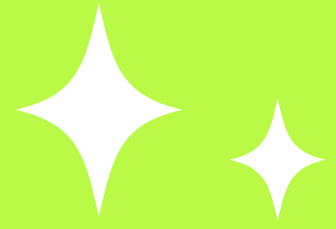


Sometimes you may use more than one —for example, talking to a friend or teacher first, then reporting to HUG or the police.”



Wrap-up:

“Thank you all for your time today. We hope you’ve enjoyed the session and picked up some ideas you can use in your everyday online life. If you have any questions or would like support around online safety, please feel free to reach out to the facilitator after the session. Thank you.”



Evident makes evidence work for social change. We are a small Bangkok-based company focused on research projects and translating evidence into concrete actions to improve the way we look after children around the world.

HUG Project is a Chiang Mai based foundation that exists to protect, prevent, and restore at-risk children as well as youth who have been exploited online, sexually abused, or trafficked. The HUG Project supported Evident in primary research through identifying participating schools of their networks in Northern provinces and facilitating the data collection.

Project financially supported by:

World Childhood Foundation

Childhood prevents child sexual abuse and exploitation. They do so in partnership with passionate pioneers, grassroots organizations, companies, foundations, and other stakeholders who share their vision of a world where no child is sexually abused. They invest in innovations, methods, and partnerships that enhance protection and reduce risks for particularly vulnerable groups. Childhood was founded in 1999 by HM Queen Silvia of Sweden.

