TEACHER GUIDE · MODULE 3 · AGES 14 TO 18 · 50 MINUTES

The Image Was Shared: Act, Report, Support

Essential question: What can I do if a private image of me, or of someone I know, has been shared?

Overview

This lesson closes Module 3, after Pressure & Unwanted Sexual Content and Sextortion. It covers what to do once an intimate image has already been shared. The core messages: **it is not the fault of the person in the image**, even if they first sent it; **don't panic, don't forward, don't stay alone**; and follow the action map: **Tell. Document. Report. Limit the spread. Stay supported.** Students also learn how to respond as a friend or bystander. It draws on guidance from the eSafety Commissioner, Public Safety Canada, ProtectKidsOnline.ca, Stop Sextortion (Thorn) and NCMEC Take It Down.

Students will be able to

1. Explain why sharing without consent is never the fault of the person shown.
2. Follow the action map: tell, document, report, limit the spread, stay supported.
3. Collect context evidence without creating copies of the image, and explain how Take It Down works.
4. Respond as a supportive friend or upstander: don't forward, don't gossip, don't ask to see it.

Key vocabulary

Term	Meaning
Non-consensual sharing	Sharing someone's intimate image without their permission. It is the sharer's fault, never the person shown.
Context evidence	Usernames, links, the app or site, date, time and messages around a post, but never the image.
Hash	A digital fingerprint of an image. Platforms use it to spot copies without seeing the image.
Take It Down	A free NCMEC tool that helps stop the spread of images taken before 18. The image never leaves your device.
Upstander	Someone who refuses to spread harm and helps the person affected.
Trusted adult	A parent, relative, teacher or counselor who will help, not blame.

Materials

- Sticky notes, 2 per student
- Wall signs: Helpful move, Makes it worse, Get help now (wall-signs.pdf)
- Scenario cards, one set per group of 4 (scenario-cards.pdf)
- Student activity sheets, one per student (student-activity-sheets.pdf)
- Quiz, one per student (quiz.pdf)
- Family tips to send home (family-tips.pdf)
- The lesson video, at the top of the lesson web page (under 2 minutes)

Before you teach: safeguarding

- **Know your pathway.** Before the lesson, know your school or organization's safeguarding and mandatory-reporting route, and brief your safeguarding lead. Make sure the counselor can be reached that day.
- **Do not invite public disclosures.** Students never share their own experiences in class. Use the cards and characters for distance.
- **Keep it non-graphic.** Never show, describe or ask about images.
- **No blame.** Never suggest that the person in the image "should not have sent it." Blame makes young people hide.
- **Watch for distress.** A student who becomes very quiet, upset or leaves may be affected. Check in privately and kindly after the lesson.

If a student tells you it has happened

1. **Listen without blame and thank them for telling you.** Say: "I'm glad you told me. This isn't your fault. Let's deal with this together."
2. **Do not ask to see, copy, download or forward any image.** Do not take the phone as a punishment.
3. **Explain any reporting duty** honestly, and involve only the people necessary for their safety.
4. **Follow your child protection policy immediately.** Inform the safeguarding lead, and parents or carers as your policy requires.
5. **Help document and report:** usernames, links, the app, date and time, and messages, not the image. Report on the platform, and to the Internal Security Forces (112) where appropriate. If the image was taken before 18 and is on their device, Take It Down (takeitdown.ncmec.org) can help stop it spreading.
6. **Check on their wellbeing** in the following days. Share the National Lifeline 1564 (24/7). If you are worried about their immediate safety, act on it at once.

Lesson procedure

Step	Time	Activity

1. Warm up	5 min	Blame versus support
2. Learn	10 min	The video, and the three zones
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Make an action plan
5. Wrap up	8 min	Action map, quiz and exit ticket

1. Warm up: Blame versus support (5 min)

1. > *"Think of any time someone made a mistake, like losing a phone or failing a test. On one sticky note, write words that would make it worse. On the other, write words that would help."*
2. Group the notes. Point out: blame makes people hide; support helps them act.

2. Learn: Helpful move, makes it worse, or get help now? (10 min)

1. Play the lesson video. Ask: > *"What did Maya say that helped Nour? What did Jad do instead of forwarding?"*
2. Walk through the three zones on page 1 of the student sheets.
3. Stress the action map: **Tell. Document. Report. Limit the spread. Stay supported.** And: *you are not the image, and you are not alone.*
4. Quick check: read each line below aloud and have students point to a sign.

Situation	Zone
Forwarding it "just to one friend"	Makes it worse
Saving the username, link and date, but not the image	Helpful move
A private image of a classmate is going round every group chat	Get help now
Asking, "Why did you send it?"	Makes it worse
Using Take It Down for an image taken before 18 that is on your device	Helpful move
A fake, AI-made nude of you is being shared	Get help now

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one Helpful move card (4, 7 or 8).
2. Groups decide the zone and answer the questions on their activity sheet.
3. Each group shares one card. Ask: > *"What would reduce the harm here? Who could help?"*

4. Create: Make an action plan (12 min)

1. For one card, students write the first thing the character should do, and how they would report and limit the spread.

2. Students tick the statements on page 3 they feel sure about. Point out the first one: it is not your fault.

5. Wrap up (8 min)

1. Review the action map:

1 Tell someone	2 Document	3 Report	4 Limit the spread
"Something private was shared. I need help getting it taken down."	Username, link, app, date, time, messages. Not the image.	On the app or site, through the school, and 112 if needed.	Take It Down if under 18. Never forward or repost. Stay supported.

2. Students complete the quiz (4 min), then go through the answers.
3. Students fill in the exit ticket. Close with: *"Don't pay. Don't forward. Don't stay alone."* Remind everyone where help is, and hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. "Is this you??"	Get help now	An intimate image shared without consent, and spreading fast. Sending it once never gave anyone permission to share it.
2. Just to one friend	Makes it worse	Every forward spreads the harm and takes more control away from the person shown. For under-18s, sharing sexual images can also create legal risk.
3. "Show me"	Makes it worse	Asking to see it and blaming her can make the harm worse, and make her less likely to get help.
4. Taken down together	Helpful move	He asked for help early, kept evidence without copying the image, and used the app and school routes.
5. It's fake anyway	Get help now	A fake image can still be used to humiliate and control. Reposting it, even to say it's fake, spreads it further.
6. Screenshot everything	Makes it worse	Evidence is about where and how it was shared. Capturing the image creates more copies.
7. Take It Down	Helpful move	Take It Down creates a digital fingerprint (a hash) so participating platforms can find and block copies.
8. Hallway gossip	Helpful move	An upstander refuses to turn it into gossip and offers support without asking questions.

This lesson ends Module 3. Module 4 covers impact, rights and advocacy: what harm can do, what young people's rights are, and how they can help build safer digital communities.

Where to get help

Write these on the board, with your school counselor's name and room.

1564

National Lifeline for emotional support, open 24/7

LARA

Email for support and guidance: laraa@laraa.org

112

Internal Security Forces: report image abuse and threats

Take It Down (takeitdown.ncmec.org): Free help to remove private images taken before you turned 18. The image never leaves your device.

Activity 6 answer guide: Reflect

Students complete three sentence starters. These are examples of strong answers, not the only right ones. Use them to check understanding and to correct the common misconception in each "Watch out for" line. Online, students see the same examples after they finish the activity.

1. One thing I would save as evidence is...

Strong answers include:

- Usernames or account names
- Links to where it was posted
- The name of the app
- Dates and times
- The messages around it

Watch out for: "A copy of the image." Don't save or create extra copies. Record where it was shared, not the image.

2. If someone sent me someone else's image, I would...

Strong answers include:

- Not forward it or show anyone
- Report it on the app
- Delete it
- Tell a trusted adult
- Check on the person privately, if it's safe

Watch out for: "Show friends so they know what's going round." That spreads it further. Report, delete and help the person get support.

3. If this happened to me or a friend, I would tell...

Strong answers include:

- A parent, carer or another trusted adult
- A teacher, counsellor or the school
- The app, by reporting the post
- Take It Down, if it's an image taken before they turned 18
- National Lifeline 1564
- LARA at laraa@laraa.org
- 112 if someone is in danger

Watch out for: "It's their fault for sending it." The person who shared it without consent is responsible, even if the image was sent willingly.