TEACHER GUIDE · MODULE 4 · AGES 14 TO 18 · 50 MINUTES

Your Rights Don't Disappear Online

Essential question: When something goes wrong online, do I still have rights, and what can I do?

Overview

This lesson is the second in Module 4: Impact, Rights & Advocacy. Nour finds a photo of herself shared with mocking comments and thinks, "It's online. What can I even do?" The lesson introduces a rights-based approach: **dignity** (a person is not content), **consent** for images and screenshots, **privacy** that nobody has to earn, a **voice** in decisions, and **support** without blame. Rights don't mean nothing bad will happen; they mean young people are not powerless when it does. Exact laws vary by country, but these principles stay strong. The lesson draws on ECPAT's children's rights and youth-voice work and eSafety Commissioner guidance.

Students will be able to

1. Name five online rights: dignity, consent, privacy, voice and support.
2. Recognize when someone's rights online are being crossed.
3. Describe the next steps that rights make possible: save, report, tell, ask about options.
4. Replace shame-based self-talk with a rights-based response.

Key vocabulary

Term	Meaning
Rights	Things every young person is entitled to, online and offline, like dignity, safety and privacy.
Dignity	Being treated as a person, not as content to laugh at or share.
Consent	Agreeing freely. Agreeing to one thing isn't agreeing to everything, and you can change your mind.
Privacy	Your right to keep passwords, messages, location and personal information to yourself.
Youth voice	Young people helping shape the rules and systems that affect them.
Support	Help you deserve when something goes wrong, without blame.

Materials

- Sticky notes, 2 per student
- Wall signs: Respects rights, Crosses a line, Serious harm (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 (about 1 minute 45 seconds)

Before you teach

- **Keep it about the characters.** Students should not share their own experiences in class.
- **Rights, not blame.** Never suggest that a young person "brought it on themselves." The lesson is about putting responsibility where it belongs.
- **Laws vary.** Avoid promising specific legal outcomes. Focus on the principles and on your school's reporting routes.
- **Know your safeguarding policy** and who students can go to at school.

If a student tells you their rights are being crossed

1. **Listen and thank them.** Say: "Someone crossed a line. You deserve help."
2. **Help save the details:** account, post link, date and time, and messages, but never copies of intimate images.
3. **Follow your school's safeguarding policy** and inform the right people, including parents or carers where appropriate.
4. **Help report** using the app's tools, and the Internal Security Forces (112) for threats.
5. **Check on their wellbeing.** Share the National Lifeline 1564 (24/7).

Lesson procedure

Step	Time	Activity
1. Warm up	5 min	Rights offline, rights online
2. Learn	10 min	The video, and the three zones
3. Discuss	15 min	Scenario cards in groups
4. Create	12 min	Rights in action
5. Wrap up	8 min	The rights next steps, quiz and exit ticket

1. Warm up: Rights offline, rights online (5 min)

1. > *"On one sticky note, write one right you have offline: at school, at home, in your community. On the other, write what that same right could look like online."*
2. Group the notes. Point out: rights don't disappear when you open an app.

2. Learn: Respects rights, crosses a line, or serious harm? (10 min)

1. Play the lesson video. Ask: > *"What did Nour think at first? What changed her next move?"*

2. Walk through the three zones on page 1 of the student sheets.
3. Stress: rights mean you are **not powerless**. You can say no, report it and ask for help.
4. Quick check: read each line below aloud and have students point to a sign.

Situation	Zone
Posting a classmate's photo with mocking comments	Serious harm
"If you trust me, give me your password."	Crosses a line
Asking "Can I post this?" before sharing a photo	Respects rights
Screenshotting a private chat and posting it in a group	Crosses a line
Saying "Someone crossed a line. You deserve help."	Respects rights
Threats to hurt someone, sent in DMs	Serious harm

3. Discuss: Scenario cards (15 min)

1. Put students in groups of 4. Give each group 2 or 3 cards, including at least one Respects rights card (4, 6 or 8).
2. Groups decide the zone and answer the questions on their activity sheet.
3. Each group shares one card. Ask: *"Which right is involved here? What could the person do next?"*

4. Create: Rights in action (12 min)

1. For one card, students rewrite the shame-based thought as rights-based self-talk, then write the next step the character could take.
2. Students tick the statements on page 3 they feel sure about.

5. Wrap up (8 min)

1. Review the rights next steps:

1 Save the details
Account, post link, date and time.

2 Report it
Use the app's report tools.

3 Tell someone
A trusted adult or friend.

4 Ask about options
Removal, support, and what happens next.

2. Students complete the quiz (4 min), then go through the answers.
3. Students fill in the exit ticket. Close with: *"Being young doesn't make your privacy, dignity or safety less important. Your voice matters online too."* Hand out the family tips.

Teacher key: scenario cards

Card	Zone	Signs to notice
1. Posted without asking	Serious harm	Her image was shared without consent, to humiliate her. Being online doesn't make that less serious.
2. "Give me your password"	Crosses a line	Privacy is not something you have to earn. Trust shouldn't require passwords or total access.
3. The screenshot	Crosses a line	Private words shouldn't automatically become public content.
4. "Can I post this?"	Respects rights	Asking first respects everyone's right to decide about their own image.
5. Location always on	Crosses a line	You don't owe anyone constant tracking. You can choose what you share, and with whom.
6. "I was stupid"	Respects rights	Shame puts responsibility on the person harmed. A rights-based response puts it where it belongs.
7. Threats in DMs	Serious harm	Threats are serious, online or offline. Karim has a right to safety.
8. A seat at the table	Respects rights	Young people's voices make safety rules work better. Rules made with students, not only for them.

The next lesson moves from rights to action: what one teenager can change, upstanding, and advocacy.

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, if someone is in danger or threatened

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 right I have online is...

Strong answers include:

- Dignity: to be treated with respect
- Safety: to be protected from harm and threats
- Support: to get help, whatever happened
- Voice: to speak up and be heard
- Privacy, which I don't have to earn

Watch out for: "I lose my rights if I made a mistake." Your rights stay with you, online and offline, whatever choices you made.

2. If someone shares my photo without asking, I can...

Strong answers include:

- Save the details: link, username, date and time
- Report it to the app and ask for removal
- Ask the person to take it down, if that feels safe
- Tell a trusted adult or the school
- Use Take It Down, if it's a private image taken before I turned 18

Watch out for: "I agreed to send it to one person, so anyone can share it." Agreeing to one thing isn't agreeing to wider sharing.

3. Instead of "I was stupid," I could say...

Strong answers include:

- "I trusted someone, and they broke that trust."
- "I made a choice, and I still deserve help."
- "What happened isn't okay, and I have next steps."
- "Sharing it without asking was their choice, not mine."

Watch out for: "I deserve what happened." You deserve support even if you trusted someone, sent something or waited to tell.