AI misuse and nudification

This resource explores generative AI and how it can be misused, with a specific focus on using generative AI to edit a photo of somebody to make them appear nude or naked, sometimes called 'nudification'.

The resources include three lesson plans, which cover:
• What is generative AI and what can it be used for?
• Misuse of generative AI and the possible impacts
• Reporting nude images made using generative AI

Each lesson plan includes accompanying appendices and slides. At the end of the third lesson, there are extension activities educators can use to consolidate learning.

Each lesson is designed to be an hour long, but you may wish to divide the content up into smaller sections for shorter lesson lengths.

This resource is for use with learners aged 13-17. You may wish to deliver these lessons with 11 and 12 year olds, if you think this topic would be suitable for them. Ensure you involve senior leadership and safeguarding leaders when making this decision.

AI misuse and nudification

Contents

Why this topic?

Our Youth Advisory Board has discussed how difficult young people find it to determine when content, including images and video, is real or AI-generated. As an online safety charity part of the UK Safer Internet Centre, Childnet are hearing about the issue of AI-generated sexual imagery more from the young people we directly work with.

This is reinforced by research on this area, so we know it is an issue we need to both be aware of and help support young people with. For example, Thorn (2024) found that 1 in 17 teens had been the victim of deepfake nudes, and 16% of teens still believe these images are "not real" and, therefore, not a serious issue. Also, although nearly two-thirds (62%) of young people say they would tell a parent if it happened to them, only 34% of victims actually did. It is also important to note that the tools that can be used are easy to access, with most young people who created this kind of imagery learning about the tools from app stores, search engines and social media platforms. In addition, a study conducted by the University of Antwerp (2024), in collaboration with Child Focus, found that 13.8% of 15 to 25 year olds have received a deepfake nude at some point.

Microsoft is supporting this work as part of its commitment to tackling intimate image abuse and a comprehensive approach to combating abusive AI-generated content harms.

In a focus group conducted before the creation of this resource, Childnet asked a selection of young people aged 11-17 a series of questions around the theme of generative AI and 'nudification'. It was clear from those conversations and insights that this is a harm that young people are both aware of and experiencing, especially as a result of ongoing developments in generative AI technology. We found that some young people have been misusing generative AI as a joke, for revenge, to blackmail somebody, for catfishing, or as a form of online bullying.

The focus group also helped us identify some misconceptions around generative AI and nudification. For example, believing somebody would be more likely to have a nude image created of them if they are wearing a more revealing outfit. This may be a result of victim blaming culture (when a victim is blamed for abuse that has happened to them, which is explored in Lesson 3 of this resource) and a misunderstanding of how generative AI works – an image of someone doesn't have to be 'revealing' for someone else to use generative AI to make them look naked in it.

Members of the focus group also shared how young people may struggle to report harmful AI-generated content that depicts them, or talk to somebody, as they might be worried about the reaction from others. Other possible impacts of this kind of image-based sexual abuse included mental health issues, vulnerability and feeling betrayed or humiliated. They stated that it is important for other young people to be made aware of this misuse of AI, as they felt it is becoming increasingly common among their peers.

There is a pressing need for an educational response to this topic, to ensure young people are aware of how to use generative AI safely and responsibly, the impact of abuse, and where they can go for support.

The law around nude images and nudification

This resource is designed for use internationally and does not reference specific laws. We advise educators to research the relevant laws in their country before delivering these lessons.

It is useful to note that creating or sharing nude or sexualised images of a person under 18, including those which are created using generative AI, may break the law in many countries. Regardless of the law where you are, it should be recognised that image-based sexual abuse (whether with genuine or AI-generated images) can cause long lasting distress and very real harm to victims. For this reason, these resources focus on consent, why it is important to use AI responsibly, and the impact of creating and/or sharing a nude image without consent.

Understanding the topic and key terms

Generative AI (sometimes referred to as genAI)

AI systems are designed to complete tasks and solve problems that, in the past, would have needed human thinking. Generative AI allows us to ask AI to create things for us, such as photos, music, emails and recipes. Generative AI is able to work with and process vast amounts of information to complete the task it is set. Generative AI can be found on many different platforms, apps and websites.

While there are many creative and practical uses for AI, there are unfortunately examples of it being misused, including image-based sexual abuse among young people.

To help teach young people about safe and responsible use of AI, see Microsoft's toolkit for classrooms.

Nudification

This is a term for using AI to edit or create a picture of someone so that they appear nude, naked or partially nude. These images may be called "deepfakes", "deepfake pornography", "synthetic sexual content" or "non-consensual intimate image abuse" – all are forms of image-based sexual abuse.

Misuse

Throughout these resources we have used the term misuse to describe any use of AI that could potentially cause harm or have a negative impact.

Reporting

A term used to describe the action of notifying a platform, organisation or law enforcement of an incident. In these resources we have also included 'telling a trusted adult' as a form of reporting to encourage young people to get help.

Sextortion

Another way generative AI can be misused is through sexual extortion (sextortion), including financially motivated sextortion.

Sextortion is a form of blackmail, where a person is coerced into doing something they do not want to do (e.g. sending money, or more sexual images) in exchange for somebody not releasing nude, partially nude or sexually explicit images of them. A criminal may use generative AI to create nude images of somebody to blackmail them. Sextortion is a crime which can target both young people and adults. Sextortion should be reported to the platform it occurs on as well as to law enforcement.

Whilst this topic is not covered in this resource, please refer to the resources and guidance on the UKSIC website if you would like further information on this issue.

Engaging parents and carers

Before delivering these activities, refer to your setting's policy and national guidance on whether you are required to seek parental consent.

It is important to engage parents and carers with these topics to encourage consistent and cohesive messaging at home. We would suggest sharing the accompanying information leaflet with parents and carers to help them understand this issue. The leaflet defines generative AI and nudification, explains the impact, and provides advice on how to support a young person with this issue. You may also want to direct parents to Microsoft's Family Safety Toolkit.

Creating a safe and supportive learning environment

In order for learners to feel confident exploring sensitive topics, it is essential to begin by establishing a safe and supportive learning environment for everyone involved.

As educators, you know your learners and their needs best. Think carefully beforehand about the learners you work with. Which learners might struggle more with this particular topic, and how can you support them?

It is useful to create ground rules before delivering the lessons. It is important these are generated by the learners themselves so that they feel responsible for them. Use language that is age appropriate and ensure they are framed as positive behaviours, e.g. 'We will support one another.' In any session where sensitive information could be revealed, establish a rule that nobody will use real names when discussing examples.

If a learner says something during the lessons that raises a concern, it is important that this is escalated through your setting's safeguarding procedures if necessary.

For further ideas visit: childnet.com/learning-environment.

Safeguarding note
Before delivering the activities, it would be useful to speak with your setting's safeguarding lead, pastoral team or senior leadership for guidance and to address any concerns about particular learners. If you become aware of an incident, always follow your normal child protection procedures and safeguarding policies in your setting.

Lesson 1

What is generative AI and what can it be used for?

LO: To understand possible uses of generative AI and how this may impact people.

You will need:

- Lesson 1 slides
- Sticky notes
- Printed copies of Appendix 1

🕐 **10 minutes**   👤 **Independent/Whole group**

Starter

1. Show slide 1 and introduce that, in this lesson, you will be discussing generative AI.

2. Provide learners with sticky notes. Display slide 2 and explain to learners they will be answering these questions on their sticky notes. You may choose to designate an area of the room for them to stick their answers to each question, or you could get learners to stick these on their tables. Whilst they are doing this, use this time to see what your learners already know about generative AI.

3. Bring learners back together and highlight a few answers that came up frequently or that could be useful for others to hear.

Lesson 1 continued

🕐 **10 minutes** 👤 **Whole group** ───────────

Activity 1

1. Display slide 3 with the definition of generative AI.

2. Explain that there are many different uses of generative AI. For example, someone might use it to write code for a program. Display the question on slide 4 - what other uses can the learners think of?

3. Record their answers in a whole class mind map. Encourage them to consider both positive uses (that are safe and responsible) and misuses of generative AI.

🕐 **30 minutes** 👤 **Pairs/Whole group** ───────────

Activity 2

1. Highlight to learners that some ways that generative AI can be used would be positive (e.g. safe and responsible), but some may be negative (e.g. a misuse of AI). Remind them there's also the possibility that some may be a mix of positive and negative, such as using generative AI for homework where someone could research using generative AI to help them with their own thoughts or they could get generative AI to answer the questions for them.

2. Ask learners to work in pairs to sort the uses of generative AI they thought of in the last activity, and any they may want to add, into the Venn diagram (Appendix 1) to show whether they are a safe and responsible use, a misuse or could be either. You can use slide 5 to model this.

Lesson 1, Activity 2 continued

3.   Once learners have completed their sorting, ask them how they made their decisions.

Potential discussion questions

- How would this use of generative AI make the user or others feel?

- Has the user relied only on generative AI without further consideration of its truth or trustworthiness?

- Is using generative AI preventing the user from learning or being creative themselves?

- Does it benefit the user by making their life easier or giving them opportunities?

- Can it help someone have fun or be creative?

- Who does it affect and how might it affect them now, or in the future?

4.   Highlight that one thing that many of these have in common is that they consider the impact that something made by generative AI has on the user, and on others.

5.   Ask learners to look at some of the uses they decided would be misuses and ask them – how might someone feel if they experienced this? Take some ideas from learners and highlight that many of these are hurtful or show a negative impact on someone. This tells us this might have been a misuse of generative AI.
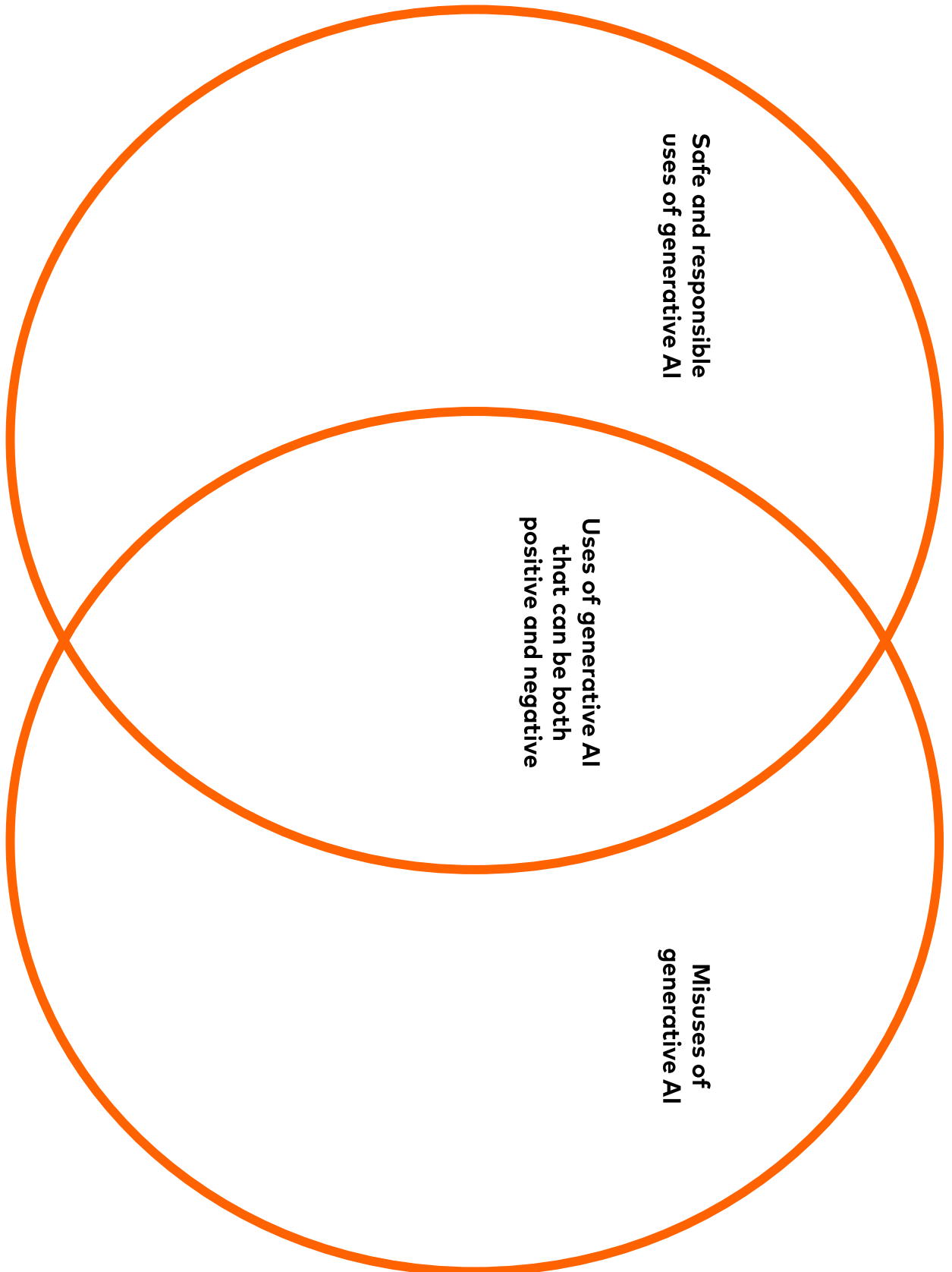
Lesson 1 continued

🕐 **10 minutes**   👥 **Pairs/Small groups** ───────────

Activity 3

1. Display slide 6 and remind learners that, during this session, you have been looking at safe and responsible uses and misuses of generative AI.

2. Ask learners in partners or small groups to suggest three rules to help other people use AI safely and responsibly.

3. Ask learners to share the rules they thought of with the group. You may wish to record some of these to use as a reminder at the beginning of the next lesson.

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Safe and responsible uses of generative AI

Uses of generative AI that can be both positive and negative

Misuses of generative AI

Lesson 2

Misuse of generative AI and the possible impacts

LO: To understand how generative AI can be misused.

You will need:

- Lesson 2 slides
- Printed and cut out scenarios from Appendix 2a
- Printed copies of Appendix 2b (for teacher use – optional)

🕐 **5 minutes**　👤 **Pairs/Whole group** ─────────────

Starter

1. To recap the previous lesson, ask learners to discuss in pairs or small groups how they decided if a use of generative AI was safe and responsible or a misuse.

2. Take contributions from learners then reveal answers on slide 2.

🕐 **30 minutes**　👤 **Pairs/Small groups** ─────────────

Activity 1

1. Explain to learners that they are now going to look at some different examples of generative AI being misused. Learners will either work in pairs or small groups. Give each pair or group one of the seven possible scenarios in Appendix 2a.

Lesson 2, Activity 1 continued

2. Display the questions on slide 3 and ask learners to discuss these questions in relation to the scenario they have been given:

  o What is happening in this example?

  o Why do you think this person decided to use generative AI in this way?

  o What are the potential impacts of using generative AI in this way and for whom?

  o What do you think might happen next?

3. Using slides 4-10, work your way through each scenario and ask learners to give their answers to the provided questions. Possible answers and discussion points can be found in Appendix 2b and in the slide notes.

4. Display slide 11. Ask learners to consider what all or some of these examples have in common. Click to reveal the answers.

🕐 **10 minutes**   👤 **Whole group** ━━━━━━━━━━━

Activity 2

1. Display slide 12. Explain to learners that a lack of consent was present in each of the scenarios that they looked at. Ask learners to discuss what is meant by 'consent' and then talk through possible answers. Click to reveal the definition of consent.

2. On slide 12, click to reveal the next four bullet points, explaining that consent should be: freely given; reversible; informed; and repeated. Ask learners what they think each of these mean and then click to reveal the answers.

Lesson 2, Activity 2 continued

3. Ask learners for online situations when consent is important and take some answers. Examples could include adding someone new to a group chat, taking or sharing images of someone, and taking screenshots of content/messages.

4. Explain to learners that because of the lack of consent, all the examples they've just looked at could be considered 'online sexual harassment'. Explain that online sexual harassment is any unwanted sexual behaviour online, including where generative AI has been used, but could also include leaving sexual comments on posts, sending sexual content to someone, or sharing nude images with someone who hasn't asked for them. Remind learners that it is the impact of an action that determines if it is harassment, not the intent behind the action.

5. Explain that if they are targeted by unwanted sexual behaviour online, then it is important that they get help from a trusted adult and report that behaviour to the platform they saw it on.

🕐 **10 minutes**   👤 **Whole group**

Activity 3

1. Remind learners that another thing that each of the scenarios had in common was that they were using generative AI to make someone appear nude or naked. Explain to learners that you are now going to think about this sort of behaviour in more detail.

2. Using slides 13-19, work through each statement about this kind of behaviour, asking learners to vote using hands up on whether they think the statement is true or false. Click on each slide to reveal the answer.

Lesson 2 continued

🕐 **5 minutes**   👤 **Pairs**

Activity 4

1. Display slide 20. Ask learners to tell their partner one thing they now understand better, or one thing that stood out to them, about using generative AI to make someone appear nude or naked.

Scenario 1

A and B are friends but they recently got into an argument. A few days after they fell out, A finds out that B has been saying bad things about them in other group chats. A is annoyed, so decides to use a generative AI app to make a video of B, that makes them look nude and like they're kissing someone else in their year group. A posts the video in a group chat that B isn't in.

Scenario 2

C's friend messages them and asks them if they've seen the picture of their favourite streamer that's being shared around online. C looks for it and finds a picture of the streamer doing sexual things with someone else. A lot of the comments say that it's fake and that it has been created using generative AI.

Scenario 3

D has a bad hockey practice with their sports coach and isn't allowed to play in the next match. D is annoyed and upset by this. D decides to screenshot an image of their coach from the club's website and edits it using generative AI to make them look partially nude. D shares the image on social media.

Scenario 4

E has been spending more time with a new friendship group. E is added into their group chat, where they are sharing nude images of their partners with one another. They ask E to contribute and send an image to the chat of their partner. E does not have a photo to share and does not want to ask their partner to send them one. Instead, E decides to use an app to create a photo of their partner that looks nude. They send this photo to the group.

Scenario 5

F has been bonding with an online friend for a few weeks, as they've both been experiencing bullying at school, which has included mean comments under posts, spreading rumours about them and DMing inappropriate content. F shares some selfies from their holiday with the friend. The next day at school, one of F's classmates tells them they've seen a nude picture of F on various group chats. F is confused because they have never taken or shared a nude image. When F goes online later, their 'online friend' reveals they're the same person who has been bullying them and they used the photos F had sent to create the nude image.

Scenario 6

G is a big fan of a popular TV series and is part of a fandom community online. G has seen some artwork showing the characters from the series and decides to try making some of their own. They focus on a teenage romantic couple from the show and use generative AI to edit photos of the actors so that they are nude and look like they're having sex. G shares the photos in an online forum about the show.

Scenario 7

H was supposed to go on a trip to the beach with friends but had to miss it because H was unwell. Later in the group chat, H's friends share a photo of them all at the beach. They have used generative AI to add H to the photo but H is wearing revealing swimwear. All of H's friends are laughing and joking about the photo.

Educator guidance to accompany Appendix 2a

For all scenarios, the person being targeted by generative AI in this way might feel embarrassed, upset, vulnerable, betrayed, angry, targeted, uncomfortable, isolated, alone, sexualised, dehumanised, like they can't talk to someone, like they can't sleep, anxious to go to school or see people, etc.

For all scenarios, the person who has decided to use generative AI in this way may face a range of different consequences for their behaviour, such as: getting in trouble at school (e.g. being suspended or expelled, facing sanctions in school, etc.); facing legal consequences; losing or damaging their friendships/relationships; feelings of regret, guilt and shame, etc.

Scenario 1

- A has done this as a reaction to what B has been saying about them, and because they wanted to get revenge.

- This behaviour could lead to their friendship ending or the conflict between them escalating.

- The video might be shared more widely to other people at their school and potentially outside of school. This would be a distressing and upsetting situation for B.

Scenario 2

- Celebrities and public figures can be targeted by generative AI content that tries to present them in fictional situations, saying things they've never said, or do things they've never done, including sexual things (sometimes called 'deepfakes').

- Celebrities may be targeted in this way by people because they don't like them, or simply because they think it's funny.

- It may be assumed that celebrities expect this behaviour, or that they may not be impacted by this as they are in the public eye. However, anyone targeted by generative AI in this way, whether they are a celebrity or not, can feel upset, uncomfortable, targeted, vulnerable, etc.

- It may lead to people to believing things about someone that aren't true, especially if the resulting image can't be told apart from a real image.

Scenario 3

- D has targeted their sports coach with generative AI in this way as a form of revenge.
- Anyone who is targeted by generative AI in this way, whether they are a young person or an adult, can feel upset, uncomfortable, targeted, vulnerable, etc.
- Images like this can unfairly damage the sports coach's reputation and future career.
- If D's school find out about this image and that it was D that created and shared it, they will likely face consequences at school, such as exclusion, loss of break and lunch times, and involvement of parents and carers or other members of staff.

Scenario 4

- Because E doesn't have a nude image of their partner, they decide to send a generative AI image instead.
- They might have sent the image because they feel pressured by their new group of friends.
- They might also feel like sending a generative AI image is not as bad as sending a real nude image, which is not correct.
- E's partner did not give consent for an image like this to be created of them, and creating an image like this of someone can have legal implications.
- Sharing someone else's nude images of any kind without their consent is against the law.
- E's partner is probably going to feel very hurt and betrayed by E if they find out about this image.
- It is possible that the image could be shared outside of the group chat more widely.

Scenario 5

- F has been bullied using technology and the internet for a while now, and using generative AI to make F appear nude and then share it around is the latest example of this.
- The bully, someone that F knows from school, used the internet to catfish F using a fake profile, to obtain an image of F and to use it to bully them further by editing it using generative AI.
- Continuously targeting F in this way has probably made them feel very upset, attacked, vulnerable, hopeless, etc. Online bullying can feel inescapable because it can happen at any time of day or night and may involve many people.
- Online bullying of any kind is never okay. You can report bullying to the platform where it is happening, and you should speak with a trusted adult.
- The image might be shared more widely.

Scenario 6

- It is often a part of fandom culture to create new works, including stories, art and video montages, celebrating the characters and storylines they love.

- G probably didn't mean anything malicious by doing this; G has created this image to express their passion and interest for this TV show and its characters.

- However, using photos and videos of real people (even if they're playing fictional characters) in this way is not okay.

- Actors have spoken out about this type of behaviour in the past, saying that it can feel dehumanising and is a violation of their privacy.

Scenario 7

- H's friends have used a generative AI image of H as a joke because H was unable to go to the beach with them.

- H's friends might think it's a funny way to include H in the picture, but generative AI has been used to make H appear semi-nude without consent, which is not appropriate.

- H might also find the picture funny. However, it's important to remember that not everyone finds the same things funny, and creating an image like this of someone could upset them or make them feel uncomfortable.

- Banter can very quickly become bullying – if a friend tells you that something you've said or posted online has gone too far, it's important that you respect their feelings, apologise, and delete the message or content.

- It is possible that the image could be shared outside of the group chat more widely.

Lesson 3

Reporting nude images made using generative AI

LO: To understand how to respond to and report misuses of generative AI and some of the potential barriers to reporting.

You will need:

- Lesson 3 slides
- Printed copies of Appendix 3a (these are the same scenarios as used in the previous lesson)
- Printed and cut out copies of Appendix 3b
- Printed and cut out copies of Appendix 3c
- Printed copy of Appendix 3d (for teacher use – optional)

🕐 **5 minutes**   👤 **Pairs/Whole group**

Starter

1. Remind learners that, in the last lesson, you discussed using generative AI to make somebody appear nude or naked without consent and the impact this can have on victims.

2. Display slide 2 which shows the word 'reporting'. Ask learners to discuss what this word means to them. What different ways of reporting an online incident can they think of?

Lesson 3 continued

🕐 **20 minutes**   👤 **Whole group/Pairs** ─────────────

Activity 1

1. Using slide 3, tell learners that in this lesson they're going to look at four different ways to report nude images that have been created using generative AI. These are:

    o   Reporting on the platform where an image has been shared

    o   Reporting to specialist services

    o   Reporting through the police or local authorities

    o   Telling a trusted adult

2. Use slides 4-8 to talk through each of the reporting methods in more detail, ensuring learners can ask any questions they may have about each example.

> **Using these resources outside the United Kingdom?**
> Slide 6 is a specialist service specific to the UK. If you are not in the UK we would suggest removing this slide before delivery.

3. Give learners the scenarios from Appendix 3a in pairs. Ask learners to discuss how they would respond and which of the four reporting methods the people involved could use. Potential discussion prompts:

    o   Which reporting method(s) would be most helpful?

    o   Which reporting method(s) is most realistic?

    o   Who could make this report?

4. Finish this activity by reminding learners that they can also report on somebody else's behalf, and this may be particularly important if the victim has not seen or is not aware of the images being shared. Remind them that this can often be done anonymously.

Lesson 3 continued

🕐 **15 minutes**   👤 **Whole group/Pairs** ──────────

Activity 2

1. Show slide 9 and ask learners what factors might stop someone from reporting if they are targeted by this use of generative AI. Possible answers may include:

   o feeling embarrassed

   o not knowing where to report it

   o fear that they or someone they know will get in trouble

   o not realising it's a problem

   o thinking that online platforms won't do anything

2. Using Appendix 3b, in pairs ask learners to rank barriers for reporting from 'most likely' to 'least likely' for people their age. Which barrier would affect them the most? Which barrier would affect them the least?

3. Finish this activity by explaining that it is understandable to have some worries about reporting, especially when you have experienced something upsetting, but that reporting is an important way to get help and move forward from an incident.

🕐 **15 minutes**   👤 **Whole group/Pairs** ──────────

Activity 3

1. Explain to learners that another barrier to reporting can be victim blaming.

2. Using slide 10, introduce the term victim blaming and define this for learners. Show the examples provided on the slide to illustrate the definition.

3. Explain that victim blaming can be a barrier to somebody getting help, as they may feel they are at fault for what has happened to them or be concerned that others will think this. For many victims who are likely to be very upset and embarrassed already, victim blaming can add to feelings of shame and isolation.

4. In pairs, ask learners to sort the statements on Appendix 3c into 'helpful' and 'unhelpful' reactions to somebody reaching out for support.

5. Using Appendix 3d, go through the different statements and discuss where learners have sorted them. Explain the importance of staying calm and non-judgemental if somebody reaches out for support.

🕐 **10 minutes**   👤 **Whole group** ──────────

Activity 4

1. Provide a question box for learners to anonymously post their questions about using generative AI to make somebody appear nude. Respond to these questions with the class and say you will find out any answers you are unsure of.

Optional extension activity

1. Using slide 11, read learners the scenario provided.

2. Ask learners to discuss what advice they would give if they were a friend of the victim. Remind learners of the possible steps a victim could take, as explored in Lesson 3: reporting on the platform; reporting to a specialist service; reporting through the police or local authority; and telling a trusted adult.

3. After this activity, learners should demonstrate the positive impact of one or more of these steps by completing an activity of their/your choice from the list below:

   a. Finishing the story – learners can complete the scenario and provide their own ending for the story. What happens next?

   b. Comic strip – create a comic strip of the story and adding their own ending.

   c. Role play – learners can act out the scenario and their chosen ending, and then perform these to the class.

   d. Advice column – using learning from all the lessons they have completed, learners can write an advice column around the topic of using generative AI to make somebody appear nude.

   e. Poster – to spread awareness of using generative AI to make somebody appear nude, the impact it can have, and how to best respond to this if it happens to you or someone you know.

4. Encourage learners to include messaging around possible barriers to reporting and victim blaming language.

Scenario 1

A and B are friends but they recently got into an argument. A few days after they fell out, A finds out that B has been saying bad things about them in other group chats. A is annoyed, so decides to use a generative AI app to make a video of B, that makes them look nude and like they're kissing someone else in their year group. A posts the video in a group chat that B isn't in .

Scenario 2

C's friend messages them and asks them if they've seen the picture of their favourite streamer that's being shared around online. C looks for it and finds a picture of the streamer doing sexual things with someone else. A lot of the comments say that it's fake and that it has been created using generative AI.

Scenario 3

D has a bad hockey practice with their sports coach and isn't allowed to play in the next match. D is annoyed and upset by this. D decides to screenshot an image of their coach from the club's website and edits it using generative AI to make them look partially nude. D shares the image on social media.

Scenario 4

E has been spending more time with a new friendship group. E is added into their group chat, where they are sharing nude images of their partners with one another. They ask E to contribute and send an image to the chat of their partner. E does not have a photo to share and does not want to ask their partner to send them one. Instead, E decides to use an app to create a photo of their partner that looks nude. They send this photo to the group

Scenario 5

F has been bonding with an online friend for a few weeks, as they've both been experiencing bullying at school, which has included mean comments under posts, spreading rumours about them and DMing inappropriate content. F shares some selfies from their holiday with the friend. The next day at school, one of F's classmates tells them they've seen a nude picture of F on various group chats. F is confused because they have never taken or shared a nude image. When F goes online later, their 'online friend' reveals they're the same person who has been bullying them and they used the photos F had sent to create the nude image.

Scenario 6

G is a big fan of a popular TV series and is part of a fandom community online. G has seen some artwork showing the characters from the series and decides to try making some of their own. They focus on a teenage romantic couple from the show and use generative AI to edit photos of the actors so that they are nude and look like they're having sex. G shares the photos in an online forum about the show.

Scenario 7

H was supposed to go on a trip to the beach with friends but had to miss it because J was unwell. Later in the group chat, H's friends share a photo of them all at the beach. They have used generative AI to add H to the photo but H is wearing revealing swimwear. All of H's friends are laughing and joking about the photo.

Rank these barriers to reporting from 'most likely' to 'least likely' for people your age.

Embarrassment	Blaming yourself
Not sure who to speak to	Not thinking it will be taken seriously
Unsure of where to report	Worried the situation will get worse
Not realising it is wrong	Worried about what others will think or do if you report
Thinking you may not be believed that the image was made using generative AI	Thinking you may get into trouble

Are these 'helpful' or 'unhelpful' reactions to somebody reaching out for support?

You posted a picture of yourself, you should have expected this to happen.

Do you need help with reporting this?

Why did you make your profile public?

Do you want to talk about it?

I'm sorry that happened to you, that isn't okay.

How can I help you?

It's not that bad, it's not a real picture of you. You're being dramatic.

You should not have posted that photo, you were wearing a revealing outfit.

Educator guidance to accompany Appendix 3c

You posted a picture of yourself, you should have expected this to happen.	**Unhelpful** Posting an image of yourself does not mean you expect this to happen or that it's okay for this to happen to you. Sharing photos is a big part of going online and is enjoyable.
Do you need help with reporting this?	**Helpful** This advice supports the victim with next steps and is helping to prevent the image from being shared more widely.
Why did you make your profile public?	**Unhelpful** Although it is safest to make a social media account private, the victim is not to blame if they have chosen to have a public profile.
Do you want to talk about it?	**Helpful** This response reassures the victim that they have support and somebody to talk to.
I'm sorry that happened to you, that isn't okay.	**Helpful** Acknowledging this behaviour is not okay will reassure the victim that they will be taken seriously when it is reported.
How can I help you?	**Helpful** This response allows the victim to ask for the support they need.
It's not that bad, it's not a real picture of you. You're being dramatic.	**Unhelpful** Even if a nude image is AI-generated, it can still cause distress for the victim. It should be taken seriously.
You should not have posted that photo, you were wearing a revealing outfit.	**Unhelpful** It is important to note that it does not matter what a person is wearing in a photo that has been edited to appear nude.

Childnet's mission is to work in partnership with others around the world to help make the internet a great and safe place for children. We work directly with children and young people from the ages of 3 to 18 on a weekly basis, as well as parents, carers, teachers and professionals, finding out about their real experiences online, and the positive things they are doing as well as sharing safety advice.

Explore more resources at childnet.com/resources