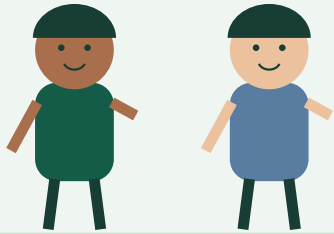


Child Safety for Teenagers

Your Shieldlet learning and activity book



Safer together. Learning for life.

SHIELDLET SAFETY TEAM / ORIGINAL ILLUSTRATION

Ages 12–17 | 15 classes | 45 minutes each | 11.25 hours

Edition 1.0 • 21 September 2026

A practical introduction with fictional scenarios, activities, linked references and age-appropriate assessment.

shieldletfoundation.org

A note for the adult facilitator

- This is a facilitated learning programme, not unsupervised safeguarding training. Read the adult course and complete the local referral pathway before delivery.
- Use age, development, language and accessibility needs to adapt activities. Younger or older learners may need a different track. Do not use graphic material or ask children to act out abuse.
- Tell learners they may pass, draw, point, speak privately or take a break. Never require a personal disclosure, public list of family contacts or public sharing of passwords.
- If a real concern arises, follow the adult response procedure and local legal duties. Assessments and certificates must never determine access to protection or support.
- Preview every video. The links are resources for adults to facilitate, not instructions for children to make accounts or bypass platform age restrictions. Use the written scenario if a video is unsuitable or unavailable.

Class rhythm

5 minutes recap, 10 teaching and cartoon discussion, 10 video or story, 15 activity, 5 check-out.

Assessment and completion

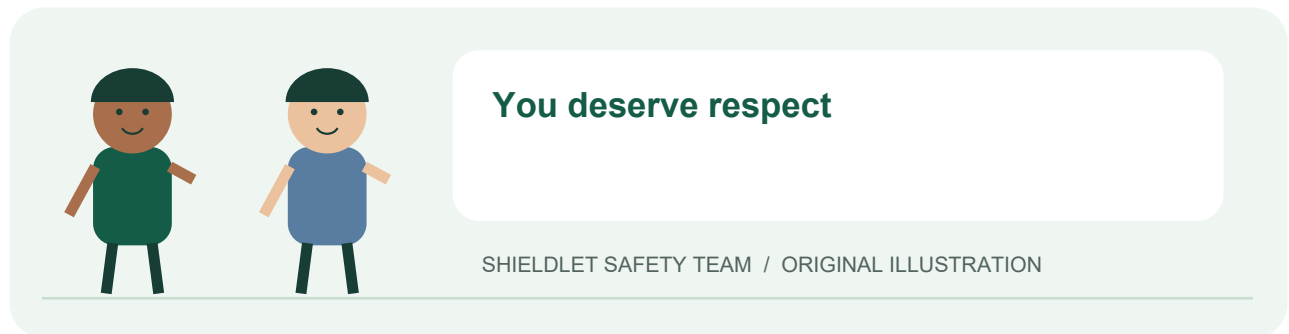
Complete the 15 classes or make-ups. The final quiz and two fictional scenarios total 40 marks. Target 32/40 with 16/20 across scenarios and correct safe help-seeking after feedback. Allow supported reassessment.

Our learning journey

Class	Topic
1	Your rights and your voice
2	Stress, discomfort and support
3	Boundaries and pressure
4	Recognising manipulation
5	Privacy and account security
6	Scams, false content and AI
7	Bullying and being an upstander
8	Image pressure and blackmail
9	How to ask for help
10	Supporting a friend
11	Safer school, work and community spaces
12	Rights and laws across the world
13	Safer choices under pressure
14	Build a help plan and take action
15	Review, assessment and next steps

You deserve help even when you feel unsure, made a mistake or could not say no.

Your rights and your voice



Safety includes your body, feelings, identity and online life. Adults and organisations have responsibilities even when you disagree with them. A child-rights approach means listening to you, explaining decisions and making help accessible. It does not require you to investigate harm or protect everyone on your own.

A pretend situation

A youth group asks for feedback but mocks anyone who disagrees.

Try it together

Rewrite its feedback system so quieter, disabled or new members can take part.

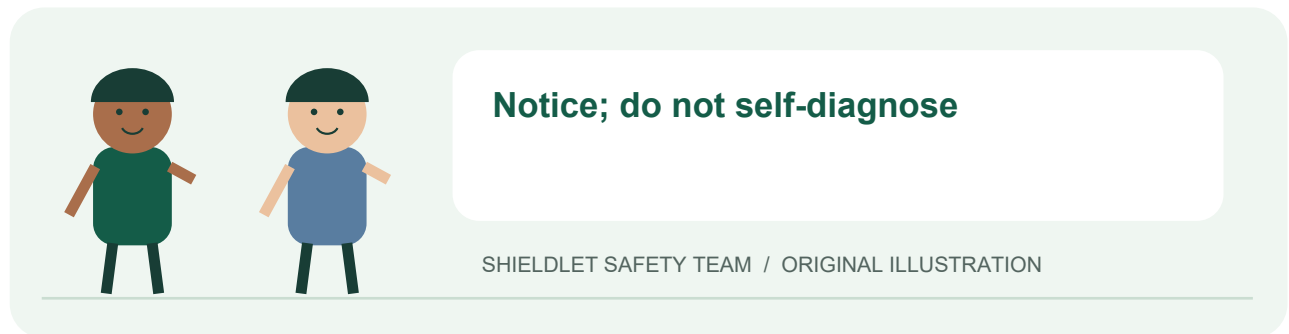
Think & share

Does being listened to mean adults can hand all safety responsibility to teenagers?

Adult-led video option: [V01 — We All Have Rights](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R02 ACERWC / African Union](#)

Stress, discomfort and support



Stress can affect concentration, sleep and how you react. A reaction alone does not prove what happened, and there is no correct emotional response to harm. You can seek support without a diagnosis. If you or someone else faces immediate danger, involve a safe adult and local emergency support promptly.

A pretend situation

A friend laughs while describing something frightening and others assume it cannot be serious.

Try it together

Write three responses that take the friend seriously without diagnosing or demanding details.

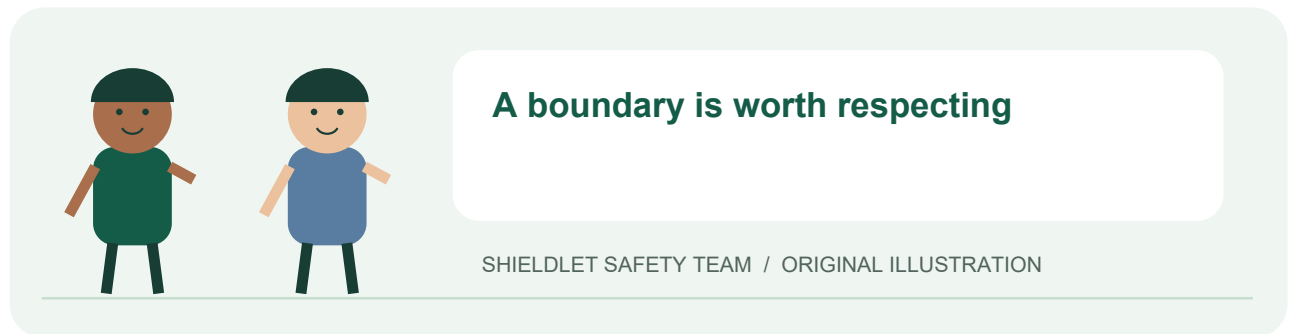
Think & share

Does laughing mean a person cannot have experienced harm?

Adult-led video option: [V02 — How-to: 5 Steps for Brain-Building Serve and Return](#). Preview for suitability; use the story instead if needed.

Reading: [R03 WHO](#) · [R05 NSPCC Learning](#)

Boundaries and pressure



Healthy relationships allow disagreement, privacy and help from other people. Consent must not be forced by threats, status or dependency. Laws about sexual activity and images vary; a casual yes does not make every activity lawful or safe. You never owe an adult secrecy, access to your body or images in exchange for support.

A pretend situation

A mentor says private messages are proof of loyalty.

Try it together

List boundary-respecting alternatives and draft a message to a trusted adult about the concern.

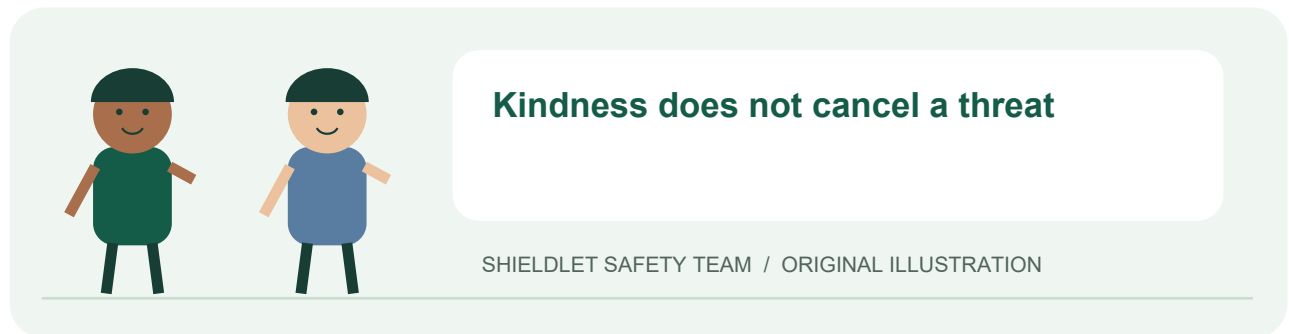
Think & share

Can pressure from a powerful person undermine a free choice?

Adult-led video option: [V06 — Healthy Relationships](#). Preview for suitability; use the story instead if needed.

Reading: [R05 NSPCC Learning](#) · [R28 NCMEC](#)

Recognising manipulation



Manipulation may combine attention and gifts with isolation, guilt or threats. Someone can be known offline, popular or your own age and still cause harm. Notice patterns rather than trying to label a person from one clue. You can ask for help while still caring about or missing them.

A pretend situation

An online friend demands passwords and gets angry when messages are not answered immediately.

Try it together

Map the behaviours, likely impact and a safe help-seeking step. Do not contact a real person as part of the activity.

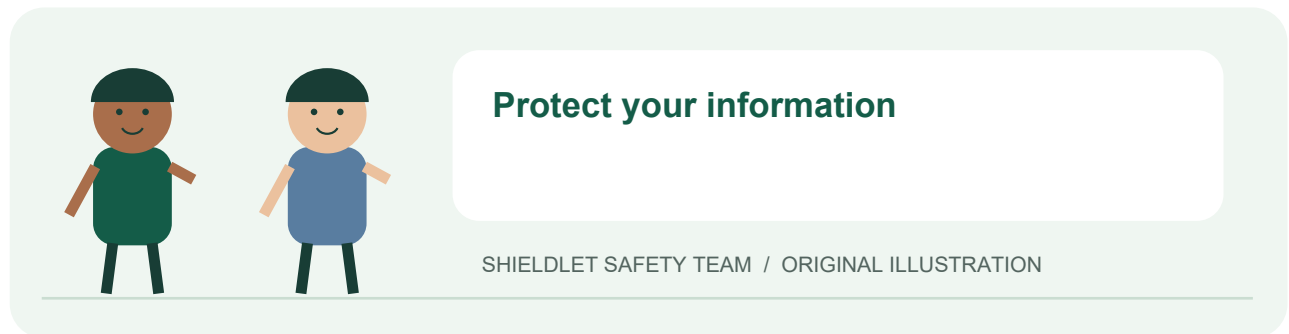
Think & share

Can you seek help even if you like the person causing pressure?

Adult-led video option: [V06 — Healthy Relationships](#). Preview for suitability; use the story instead if needed.

Reading: [R06 NSPCC Learning](#) · [R28 NCMEC](#)

Privacy and account security



Use strong unique passwords and multi-factor authentication where available. Check recovery settings, permissions and location sharing with a safe adult when needed. A screenshot can outlive a deleted post. Use a paper example [here](#); do not display real accounts or share codes.

A pretend situation

A message asks for a login code to save a friend's account.

Try it together

Design a secure fictional account and identify how to verify an unexpected request through a separate trusted route.

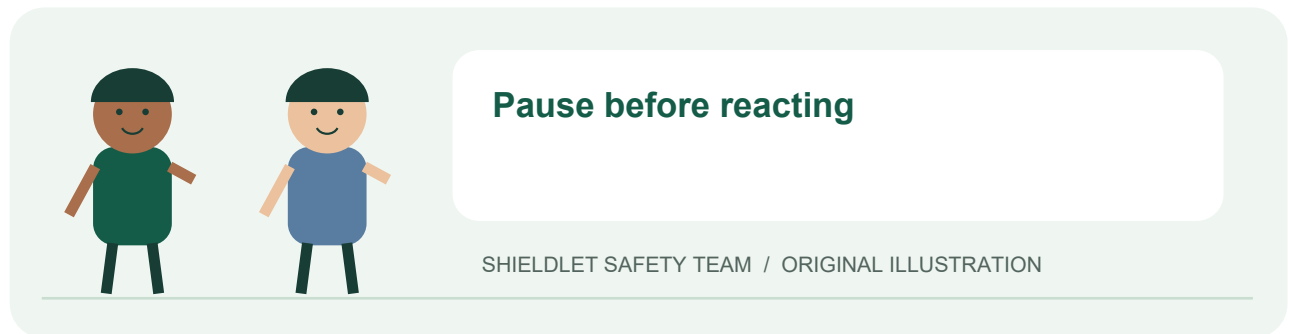
Think & share

Should you pass on a login verification code?

Adult-led video option: [V05 — Into the Cloud, Season 1: T.M.I.](#). Preview for suitability; use the story instead if needed.

Reading: [R28 NCMEC](#) · [R15 US Federal Trade Commission](#)

Scams, false content and AI



An urgent message, realistic voice or convincing image may be misleading. Slow down, check the source and ask a trusted person before sending money, data or images. Fake intimate images can also be abusive. Do not create or share them; a person targeted deserves support regardless of whether an image is genuine.

A pretend situation

A fake voice message appears to demand an urgent payment from a family member.

Try it together

Write a verification plan using a contact method already known to be genuine.

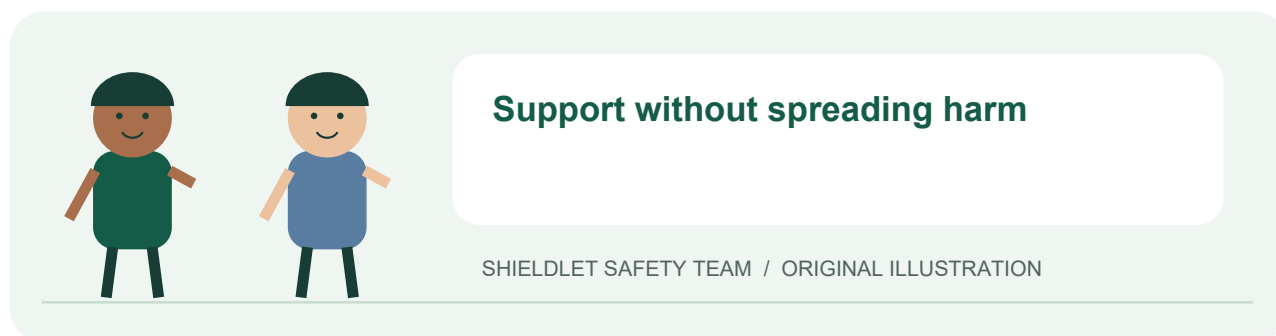
Think & share

Does realistic-looking content prove it is authentic?

Adult-led video option: [V05 — Into the Cloud, Season 1: T.M.I.](#). Preview for suitability; use the story instead if needed.

Reading: [R06 NSPCC Learning](#) · [R28 NCMEC](#)

Bullying and being an upstander



Support someone targeted by listening and helping them reach a trusted adult. You do not need to confront a dangerous group. Avoid forwarding humiliating content, even to criticise it. Reporting tools and adults can help address repeated harassment, threats and retaliation. A serious one-off incident can also need urgent support.

A pretend situation

A group chat shares a humiliating image and pressures everyone to react.

Try it together

Choose two safe actions and explain why reposting with an angry caption can increase harm.

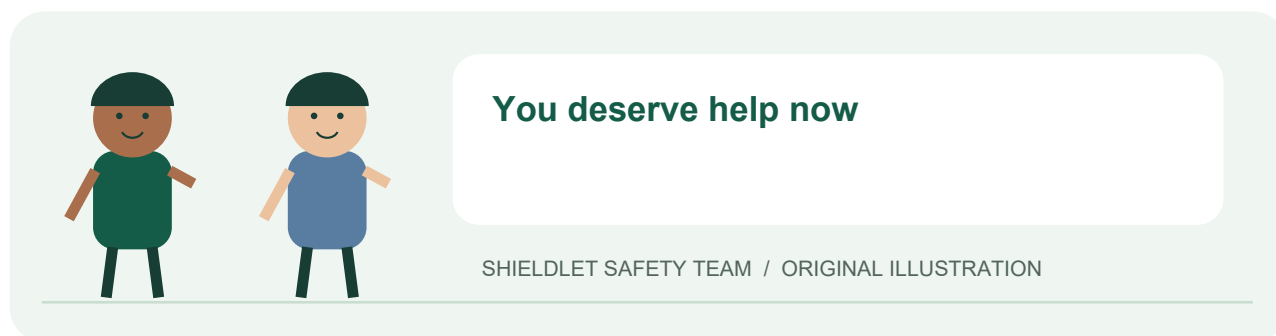
Think & share

Is forwarding humiliation a good way to defend someone?

Adult-led video option: [V07 — Terrible Text](#). Preview for suitability; use the story instead if needed.

Reading: [R04 WHO](#) · [R06 NSPCC Learning](#)

Image pressure and blackmail



If someone threatens to share an intimate image, you are not to blame for their threats. Seek a trusted adult or specialist service promptly. Do not pay, send more images or negotiate alone. Do not ask friends to download or forward sexual images of minors. Record non-image details only if safe and follow specialist advice.

A pretend situation

A contact demands money and threatens to share an image with schoolmates.

Try it together

Write a first help-seeking message and identify an adult and an external support route. No real images are used.

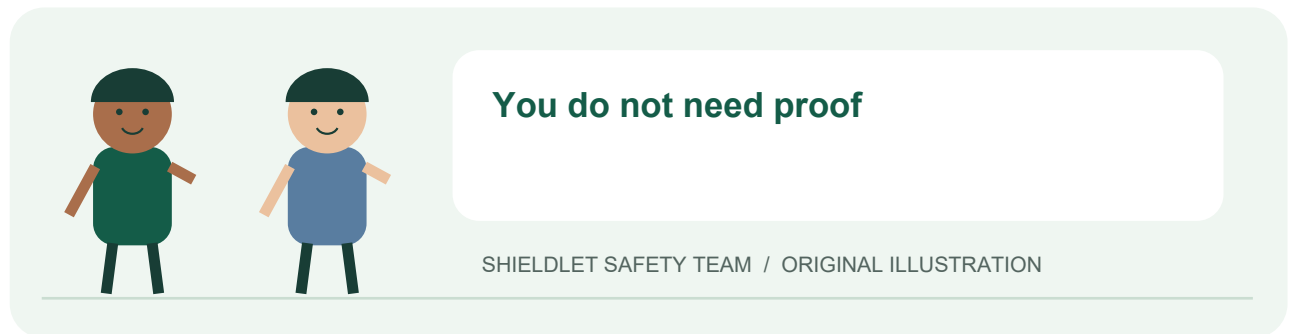
Think & share

Should you ask friends to circulate the image to identify the person?

Adult-led video option: [V08 — It's Called Sextortion](#). Preview for suitability; use the story instead if needed.

Reading: [R06 NSPCC Learning](#) · [R28 NCMEC](#)

How to ask for help



You can start with, "I need help with something difficult." Choose an adult who listens and can act. If the first person does not help, try another safe route. You can write or use a communication aid. A responsible adult cannot always promise secrecy, but should explain appropriate sharing.

A pretend situation

A teenager worries they will be blamed because they broke a platform rule.

Try it together

Practise a fictional help message and list two alternative helpers.

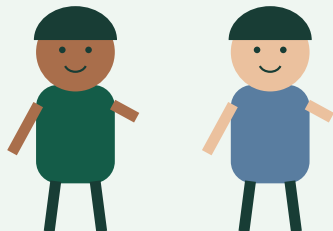
Think & share

Must you collect proof before asking for protection?

Adult-led video option: [V04 — Responding to a Child's Disclosure of Abuse](#). Preview for suitability; use the story instead if needed.

Reading: [R05 NSPCC Learning](#) · [R26 Child Helpline International](#)

Supporting a friend



Be a friend, not an investigator

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Listen without blame, avoid promising secrecy about danger and encourage a safe adult or service. Do not demand the full story, confront a suspected person or take control of your friend's accounts. If the friend is in immediate danger, seek urgent help even if they ask you not to. Your own safety and support matter too.

A pretend situation

A friend says they are unsafe tonight but asks you to promise not to tell.

Try it together

Write a caring response that explains why you need adult help.

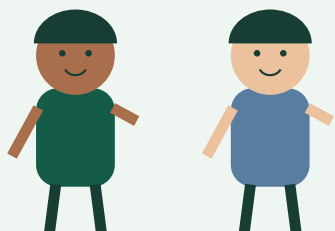
Think & share

Should loyalty mean keeping immediate danger secret?

Adult-led video option: [V04 — Responding to a Child's Disclosure of Abuse](#). Preview for suitability; use the story instead if needed.

Reading: [R05 NSPCC Learning](#) · [R26 Child Helpline International](#)

Safer school, work and community spaces



Adults must be accountable

SHIELDLET SAFETY TEAM / ORIGINAL ILLUSTRATION

Clubs, schools, volunteer placements and employers should have boundaries, supervision and routes for concerns. A trusted reputation or impressive job title is not a reason to ignore harmful behaviour. Do not accept private access or secret contact as a condition of participation. Use an independent reporting route when a leader is involved.

A pretend situation

A supervisor offers an opportunity only if a teenager meets privately and keeps it secret.

Try it together

Design a safer arrangement and a way to report outside the supervisor's control.

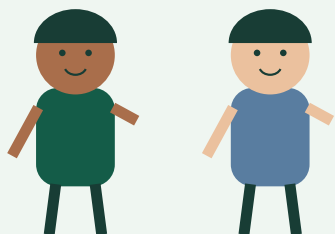
Think & share

Does a senior role make an unsafe request acceptable?

Adult-led video option: [V06 — Healthy Relationships](#). Preview for suitability; use the story instead if needed.

Reading: [R07 NSPCC Learning](#) · [R27 Charity Commission for England and Wales](#)

Rights and laws across the world



Local rules need local sources

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The UK, USA, mainland China, European countries, Australia and African countries have distinct systems. Treaties offer shared rights principles; national and local law supplies many practical duties. EU privacy ages are not universal permission for sexual activity or images. You do not need legal expertise to ask a trusted adult for help.

A pretend situation

A post claims every country has exactly the same child-safety law.

Try it together

Use the law explainer to challenge the claim with three examples.

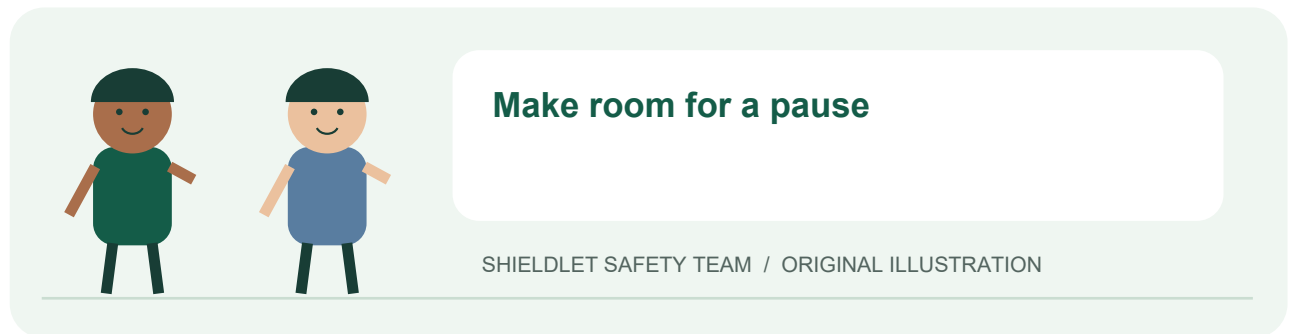
Think & share

Is the EU the same thing as all of Europe?

Adult-led video option: [V01 — We All Have Rights](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R02 ACERWC / African Union](#) · [R31 National People's Congress of China](#) · [R33 European Union](#) · [R37 Australian National Office for Child Safety](#)

Safer choices under pressure



Plan in advance how to leave a situation safely, contact help and check changes to travel or meetings. Do not meet an online contact secretly. If a plan changes, check with the responsible adult. Being unable to leave or say no does not make any harm your fault.

A pretend situation

Friends pressure someone to attend a secret meeting with an online contact.

Try it together

Write a safety plan with an alternative activity, a trusted contact and a check-in route.

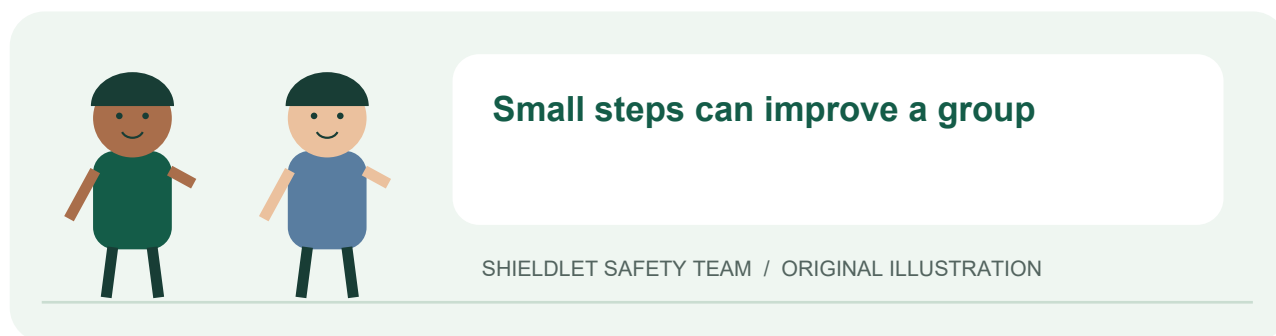
Think & share

Does being unable to say no make harm your fault?

Adult-led video option: [V06 — Healthy Relationships](#). Preview for suitability; use the story instead if needed.

Reading: [R06 NSPCC Learning](#) · [R07 NSPCC Learning](#)

Build a help plan and take action



Identify reliable helpers, an independent route and accessible communication. Keep your personal plan private. As a group, suggest safer rules without revealing anyone's experiences. Ask adults for a response and a review date. You may step back if advocacy becomes stressful; you are not responsible for fixing an organisation alone.

A pretend situation

A youth forum wants safer online meetings but worries about being ignored.

Try it together

Create three requests: one about privacy, one about respectful conduct and one about reporting.

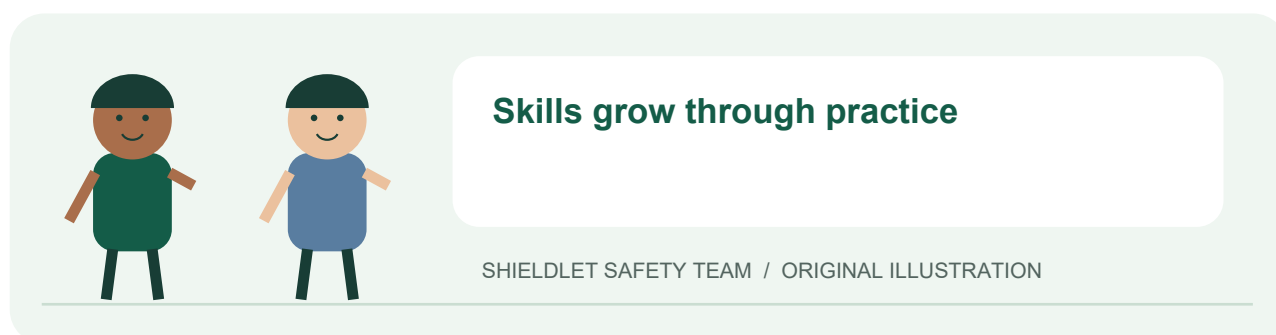
Think & share

Should you publish your private safety contacts on a public profile?

Adult-led video option: [V09 — Jessie & Friends animations](#). Preview for suitability; use the story instead if needed.

Reading: [R07 NSPCC Learning](#) · [R23 UK Information Commissioner](#)

Review, assessment and next steps



The final quiz and scenarios check what you learned, not whether you can prevent abuse. Complete them using fictional examples. Ask for accessible formats or a break. An adult will review misunderstandings and offer another attempt. A completion certificate is a learning record, not proof that anyone is safe from harm.

A pretend situation

A learner thinks getting a question wrong means they cannot ask for help.

Try it together

Complete the final assessment, review feedback privately and choose one practical next step.

Think & share

Can someone who has not passed still receive support?

Adult-led video option: [V04 — Responding to a Child's Disclosure of Abuse](#). Preview for suitability; use the story instead if needed.

Reading: [R01 UNICEF](#) · [R05 NSPCC Learning](#)

My private help plan

Do not display personal names, phone numbers or addresses publicly. You may use job roles or symbols in class and finish your personal plan privately.

One safe person I can ask

Another safe person or service if the first cannot help

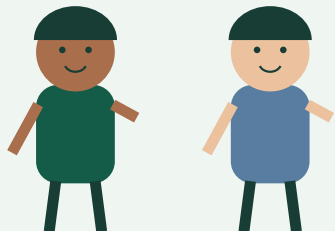
How I prefer to ask: speaking, writing, drawing or another way

A safe place and a private signal we agree

What I can do if I need urgent help; adult checks the local number

When we will review this plan

Rights around the world



Different places. Every child matters.

SHIELDLET SAFETY TEAM / ORIGINAL ILLUSTRATION

Around the world, laws and international agreements aim to protect children. The rules and services differ by place. You can ask for help without knowing the name of a law.

UK: The four nations have their own child-protection systems.

USA: Federal laws work alongside state and territorial laws.

Mainland China: The Law on Protection of Minors covers home, school, internet and other settings.

Europe: Countries have national laws. The EU also has rules, including privacy protections; not all European countries are in the EU.

Australia: National principles work alongside state and territory laws.

African countries: The African Charter gives shared principles. Nigeria, Ghana, Kenya, South Africa and other countries have their own laws.

Adults should explain the local help route. Laws are not an excuse to blame a child for someone else's harmful behaviour.

Reading: [R01 UNICEF](#) · [R02 ACERWC / African Union](#) · [R08 UK Department for Education](#) · [R12 US Children's Bureau](#) · [R31 National People's Congress of China](#) · [R33 European Union](#) · [R37 Australian National Office for Child Safety](#)

Final knowledge check

1. A friend asks you to keep immediate danger secret. What do you do?

2. An online contact demands money over an intimate image. Name two safe steps.

3. Should you forward sexual images of minors as evidence?

4. Does a private profile prevent others taking screenshots?

5. Name one way to support a bullied friend without spreading the harm.

Final knowledge check

6. What should you do with an unexpected request for a login code?

7. Does an adult's senior job title excuse secrecy or boundary pressure?

8. Is there one worldwide reporting law?

9. Do you need proof before asking a safe adult for help?

10. If you froze or could not leave, is the harm your fault?

Final scenario 1

A friend says an online person is threatening them over an intimate image. They ask you to keep it secret and send you a copy. What would you say and do?

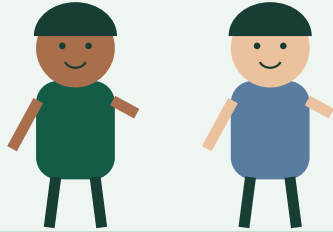
Include immediate safety, supportive words, adult or specialist help, privacy and an action to avoid.

Final scenario 2

A respected club leader pressures a teenager into secret private meetings. The usual reporting contact is that leader. How can the teenager seek safer help?

Include immediate safety, supportive words, adult or specialist help, privacy and an action to avoid.

My next step



Asking for help is a strong step.

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One thing I learned

One thing adults can do to make our group safer

One question I would like to ask privately

A certificate records learning. It never means you are responsible for preventing harm or solving a dangerous situation yourself.

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R01 | UNICEF

Convention on the Rights of the Child; text and child-friendly resources

<https://www.unicef.org/child-rights-convention>

R02 | ACERWC / African Union

African Charter on the Rights and Welfare of the Child, Chapter One

<https://www.acerwc.africa/en/acerwc/chapter-one-rights-and-welfare-child>

R03 | WHO

Child maltreatment: introductory definitions and prevention

<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

R04 | WHO

Violence against children: prevention framework

<https://www.who.int/news-room/fact-sheets/detail/violence-against-children>

R05 | NSPCC Learning

Recognising and responding to abuse and neglect

<https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>

R06 | NSPCC Learning

Responding to online abuse

<https://learning.nspcc.org.uk/online-safety/responding-to-online-abuse>

R07 | NSPCC Learning

Safeguarding and child protection: organisational resources

<https://learning.nspcc.org.uk/safeguarding-child-protection>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R08 | UK Department for Education

Working together to safeguard children 2026; England only

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

R12 | US Children's Bureau

Mandatory Reporting of Child Abuse and Neglect; survey current through May 2023, not a substitute for current state law

<https://www.childwelfare.gov/pubpdfs/manda.pdf>

R15 | US Federal Trade Commission

Children's Online Privacy Protection Rule (COPPA)

<https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>

R23 | UK Information Commissioner

Ten-step guide to sharing information to safeguard children

<https://ico.org.uk/10steps>

R26 | Child Helpline International

International helpline directory and support pathways

<https://childhelplineinternational.org/>

R27 | Charity Commission for England and Wales

Safeguarding and protecting people for charities and trustees

<https://www.gov.uk/guidance/safeguarding-and-protecting-people-for-charities-and-trustees>

R28 | NCMEC

NetSmartz: topics, prevention and digital safety

<https://www.missingkids.org/netsmartz/topics>

References & further reading

Official legislation, public agencies and specialist organisations. Links reviewed 21 September 2026. Read current versions and commencement notices before applying law. Summaries are introductory, not legal advice.

R31 | National People's Congress of China

Law on Protection of Minors, revised 2020; official English translation

https://www.npc.gov.cn/englishnpc/c2759/c23934/202109/t20210914_384808.html

R33 | European Union

General Data Protection Regulation (EU) 2016/679, Article 8

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32016R0679>

R37 | Australian National Office for Child Safety

National Principles for Child Safe Organisations

<https://www.childsafety.gov.au/what-we-do/child-safe-organisations/national-principles-child-safe-organisations>

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V01 | We All Have Rights

UNICEF — Official page containing the animation. Designed for ages 3-6; adults review how to explain rights simply.

<https://www.unicef.org/child-rights-convention>

V02 | How-to: 5 Steps for Brain-Building Serve and Return

Harvard Center on the Developing Child — Official video page; adult caregivers. Observe responsive interaction, without using it to diagnose a child.

<https://developingchild.harvard.edu/resources/videos/how-to-5-steps-for-brain-building-serve-and-return/>

V04 | Responding to a Child's Disclosure of Abuse

NSPCC Learning — Official NSPCC animation for adults. Non-graphic discussion of abuse; offer a text-based alternative.

<https://www.youtube.com/watch?v=bvJ5uBIGYgE>

V05 | Into the Cloud, Season 1: T.M.I.

NCMEC NetSmartz — Official video library; select Season 1, episode 2. Younger-audience example of sharing information.

<https://www.missingkids.org/netsmartz/videos>

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.

Video learning library

Links lead to official videos or the publisher's video page. Availability, captions and regional access may change. Preview before class; streaming may need internet, cookies or an adult account. No videos are embedded or redistributed.

V06 | Healthy Relationships

NCMEC NetSmartz — Official library; Middle and High School section. Adults preview discussion of exploitation and control.

<https://www.missingkids.org/netsmartz/videos>

V07 | Terrible Text

NCMEC NetSmartz — Official library; Middle and High School section. Cyberbullying example; debrief without blaming the target.

<https://www.missingkids.org/netsmartz/videos>

V08 | It's Called Sextortion

NCMEC NetSmartz — Official library; Middle and High School section. Sensitive exploitation topic; adult course use with opt-out.

<https://www.missingkids.org/netsmartz/videos>

V09 | Jessie & Friends animations

NCA CEOP Education — Official page for grown-ups; animations for ages 4-7. Preview and choose one appropriate animation.

https://www.ceopeducation.co.uk/4_7/grown-ups/

If a video is unavailable, use the corresponding fictional scenario and discussion instead. Do not ask a child to bypass platform age restrictions. Check permissions before any download or public screening.