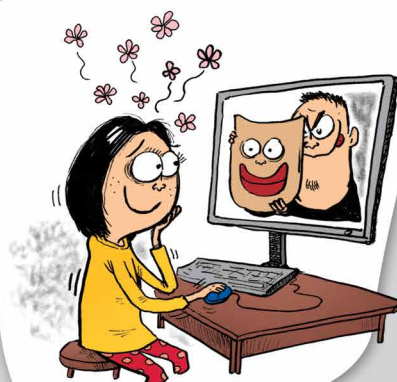# Cybersafety:
Keeping Children and Teenagers Safe Online

Guidebook for Teachers and Parents

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Women's Centre for Change

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CONTENTS

(1.0) Introduction to Online Sexual Abuse of Children and Teenagers

The Internet is a remarkable tool to provide and share information, offer education and connect individuals and groups. Hundreds of millions of people use it every moment and this includes children and teenagers. It is estimated that in January 2021, there were 4.7 billion active internet users worldwide which amounts to 60% of the global population. Of these, 93% accessed the internet via mobile devices[1].

One of the greatest use of the internet is for interaction. Cyberspace has become a place where children and teenagers meet and make friends. It is where many children and teenagers share their lives with their friends. Most do so using a mobile device, usually a hand phone, via a variety of social media applications like Snapchat, Instagram, Twitter, TikTok, YouTube, Facebook, Reddit, Pinterest or peer to peer messaging applications like WeChat, WhatsApp, Telegram, etc. New applications are being designed all the time and some will be adopted by children and teenagers.

Many of the interactions on social media or peer to peer messaging are useful and help children and teenagers keep in touch with each other, share ideas and information and even support each other. But parents, children and teenagers need to be aware that the internet also has risks. Unfortunately, there are individuals online who are looking to exploit others and hence cyberspace can become a dangerous place for both children, teenagers and adults. We need children and teenagers to be able to discern which are healthy and which are harmful interactions, so as to protect themselves.

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[1] Statista https://www.statista.com/statistics/617136/digital-population-worldwide/
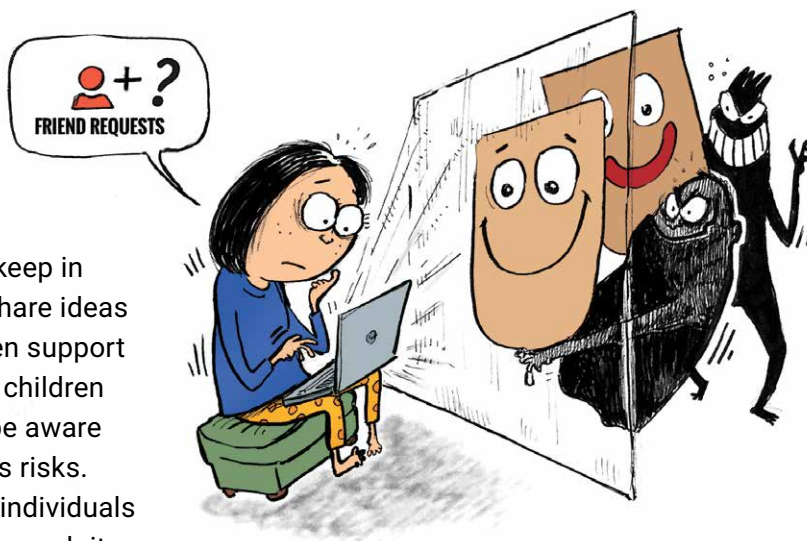
One harmful interaction is the online sexual abuse of children and teenagers. Online child abuse is sometimes called 'cyber molestation', 'cyber violence' or 'online sexual exploitation'. It happens virtually (i.e. not face-to-face) or at a distance and can be anonymous. Harmful individuals attempt to make contact with children and teenagers for sexual purposes and target social media sites that are popular among children and teenagers, often impersonating a child or teenager.

Online sexual abuse takes many forms including grooming, sexting, sextortion, cyber-stalking, harassment, bullying and doxing. The perpetrator (person who commits the crime) could be a stranger or someone who knows the child or teenager. At times, more than one perpetrator could be involved. These perpetrators are quick to take advantage of the Internet and online tools to victimise children and teenagers and can be very manipulative and persistent. While most online perpetrators are men, women can also occasionally be responsible for harming children and teenagers.

Similar to physical sexual abuse, online sexual abuse can hurt and damage children and teenagers emotionally and physically for life. However, unlike physical abuse, in online abuse, the person can be re-victimised many times over if an image, video or story is shared widely.

Online sexual abuse can happen to both boys and girls. Studies on cyber-bullying of Malaysian children show that 1 in 3 have been victims of cyber-bullying[2]. Thirty percent of girls report that they have been sexually harassed in chat rooms[3]. Victims of online sexual abuse often are ashamed of their situation and try to hide it from others but this only worsens the abuse and prolongs it. In one study, only half of children aged 12-18 years who were cyber-bullied spoke to their parents and asked for help[4].

While governments recognise the problem and have attempted to pass legislation to combat it, the sheer volume of online interactions makes policing extremely difficult. Hence prevention must involve sensitising teachers and parents and offering appropriate training to children and teenagers. Just as we would not allow a pre-school child to cross a road alone or a teenager to go on a date with an unknown person, it is important that we are aware of who our children and teenagers are interacting with when they are online.

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[2] Microsoft Corp. Global Youth Online Behavior Survey. https://www.digitalnewsasia.com/testing123
[3] Azizan, 2012. https://www.thestar.com.my/News/Nation/2012/04/29/Do-you-know-who-your-kids-are-talking-to/
[4] Telenor Group, 2016. https://www.telenor.com/media/press-release/safe-internet-research-spotlights-student-experiences-with-cyber-bullying-and-online-peer-pressure?pdf=print

Impact of Online Sexual Exploitation on Children and Teenagers

Online sexual abuse is just as harmful as sexual abuse that occurs 'offline' or physically. The emotional and psychological impact on the child or teenager is devastating. Often adults tend to underestimate the effect of online sexual abuse on children and teenagers and think that, because of 'non-contact', it cannot be severe. Most children and teenagers who are traumatised have increased risk of anxiety, depression, eating disorders, post-traumatic stress symptoms and problems with establishing good relationships. Some have suicidal thoughts and may actually act on it.

Online abuse may be confusing to children and teenagers. They may feel guilty for not being able to stop the abuse as well as 'having done the abuse to themselves' (asked to take off their own clothes and perform sexual acts on themselves). Unlike physical abuse, one very damaging aspect of online sexual abuse is that often pictures or videos are taken or shared. If these are shared widely, the child or teenager can be re-victimized many times over. She/ he may feel violated again and again, each time another person shares or downloads and looks at these images. In a sense the memory of their shame is 'immortalised' online – a never-ending abuse. Any attempt at healing must deal, not just with the impact of the trauma on the abused, but also the pain that comes from ongoing distribution. Otherwise there will be lack of closure in the recovery process[5].

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[5] Malin Joleby, Carolina Lunde, Linda Jonsson. *Understanding Online Child Sexual Abuse and How to Talk to Children and Teenagers about It*. The Inquisitive Mind. 2018 (38). https://www.in-mind.org/article/ understanding-online-child-sexual-abuse-and-how-to-talk-to-children and teenagers-about-it

Understanding Why Children and Teenagers Get Trapped Online

Most children and teenagers are naturally curious to explore our world and have a desire to establish friendships. In the 'traditional' face-to-face physical meeting, both children, teenagers and parents have more control on how the relationship can develop. They can physically see and communicate with the person, can rely on non-verbal cues and the identity of the person is generally not hidden. Parents can also play a larger controlling and protective role in who their child or teenager is making friends with. Much of these safety checks are not available when children and teenagers are relating online.

It is difficult to distinguish different types of people online, i.e. are they safe, real friends or online strangers wanting to take advantage of the child or teenager. The identity of the person is also uncertain. The 'privacy' that online communication allows also limits the support parents can give to their children and teenagers as they negotiate the difficulty of establishing relationships. It is always best to train and encourage our children and teenagers on how to recognise whether the online 'friend' is a trustworthy one. Even adults need such discernment, as we can see from the frequent online scams that occur.
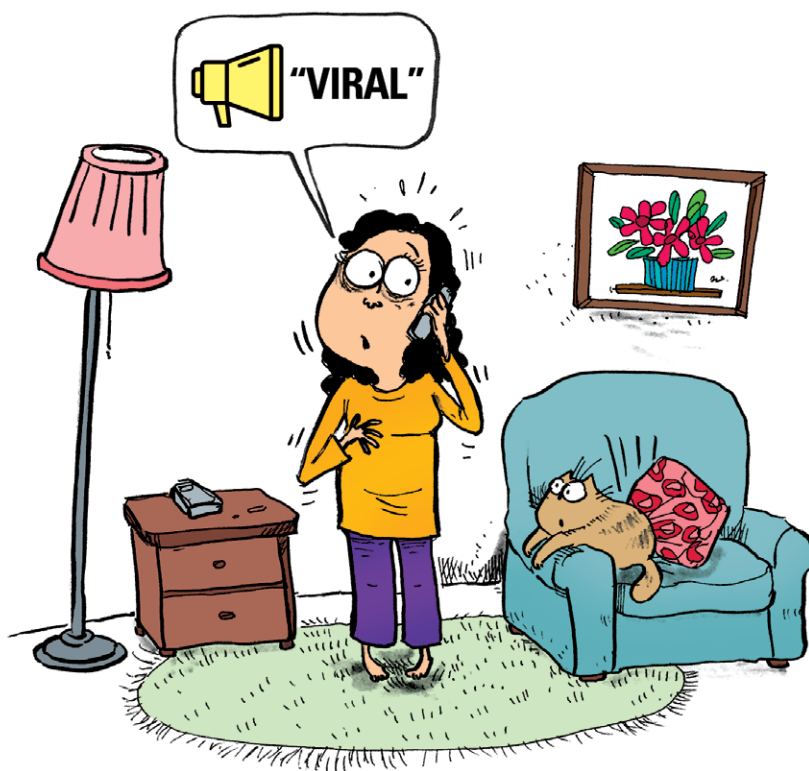
It is at times difficult for adults to understand how and why children and teenagers get caught up in such damaging contact. It is important to recognise that perpetrators are determined, persistent and subtle. They will often try many different strategies to ensnare children and teenagers. They also share their successful modus operandi with other perpetrators. We need to realise that children and teenagers are naturally curious about sexuality and that we do not teach them enough about it, and are not open enough to discuss sexual issues. Hence they are exploited by perpetrators. Perpetrators use the child's or teenager's curiosity and desire for connection with others to entrap them.

One often used method is to ask the child or teenager for a compromising image of herself/himself which is later used to intimidate or pressure the child or teenager by threatening to share it with others. The child or teenager then gets caught in a 'shame trap' – she/he feels responsible for the situation and is frightened to tell others because of the embarrassment and gets sucked deeper into the perpetrator's grasp. If children and teenagers are brought up in homes or environments where they are able to talk about their feelings of guilt and shame, then asking for help is easier; otherwise they suffer in silence.

This guidebook on Cybersafety is aimed at helping children and teenagers make good decisions when online so that they can use the Internet safely. It describes the common types of online sexual abuse and offers suggestions on how to deal with it. It is to be used as a training module with children and teenagers in schools or even by parents at home.

This guidebook covers the following areas:
- Types of online sexual abuse
- What to look out for
- Handling disclosure
- Activities to educate children and teenagers on online sexual abuse
- List of laws and useful contacts

Remember, just because we do not discuss these issues does not mean they are not happening to our children and teenagers. It is critical that we educate our children and teenagers about online abuse. In so doing, we can reduce their vulnerability and prevent them from becoming exposed to online child sexual abuse.

(2.0) Types of Online Sexual Abuse

This section describes the types of online sexual abuse, explains the terminology used, outlines how perpetrators work, the impact on children and teenagers and what our laws say about it.

Online Grooming of Children and Teenagers for Sexual Purposes

Online grooming of children and teenagers for sexual purposes is the development of a friendship with a child or teenager online with the purpose of having sexual interaction with them. Harmful adults may impersonate a child or a teenager and navigate social media sites with the view of establishing a relationship with them.

Once a relationship has been established, the perpetrator will induce the child or teenager to spend time online alone with him/her and engage in a variety of sexual activities like sexting, sextortion, live streaming the child's or teenager's naked body, or even arranging to meet in person to engage in sexual activity. They may also share the child's or teenager's sexually explicit images or videos with others. As social media usage has grown in the past decade, online grooming of children and teenagers for sexual purposes has significantly increased. Online grooming can involve both girls and boys.

Examples

Grooming is a common technique used by online perpetrators. The common example is a teenager who is approached or meets a 'nice person' in a chat room. This individual is a very good listener, seems to understand her/ his loneliness and is always appreciative. The teenager gradually develops a private friendship with this person who then exploits her/him.
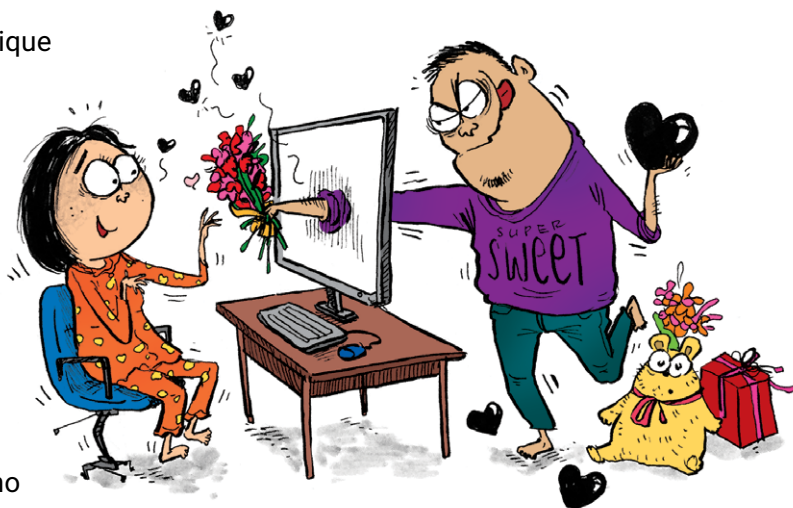
How Online Groomers Work

1. Groomers target social media sites where children and teenagers hang out. These harmful online adults often target children and teenagers who are looking for attention or affection, who are less supervised by their parents or adult carers, and who can use the internet without supervision.

2. They pretend to be someone else by using fake profile pictures and names.

3. In the initial stages the perpetrator seems extremely nice and caring, and hence children and teenagers initially welcome this attention. Once they have established initial contact on a social site or forum they move the conversation to a one to one location.

4. They build trust by being very charming, understanding and listening to the child or teenager a lot. They may also pretend to have shared interests or past experiences. They often meet a 'need' in the child or teenager for attention or someone who 'understands' her/him. Common grooming strategies include giving attention, flattery, offering confiding information, sending special gifts and the promise of an 'exclusive relationship'.

5. They will gradually attempt to obtain the child's or teenager's personal details like name, address, hand phone number, etc.

6. The groomer may try to introduce more sexual related elements into the relationship and try to desensitise the child or teenager to sexual images and activities. They aim to gain some control over the child or teenager.

7. Gradually they become more manipulative and start to request sexually related images or videos.

8. Once the perpetrator has a 'hold' on the child or teenager, the tone of the relationship changes to one of intimidation, demands and abuse.

9. They may request a meeting via webcams and ask the child or teenager to undress or perform sexual acts. An element of blackmail or sextortion may occur.

10. A key element of grooming is to ensure the child's or teenager's secrecy in the online relationship. They maintain the child's or teenager's silence and commitment to secrecy by using emotional blackmail.

11. Some will request a private, physical meeting where physical sexual abuse may occur.

12. Note that the perpetrator may be working alone or be part of a group of individuals.

Impact

There is evidence to suggest that children and teenagers who are groomed and subsequently sexually abused online suffer the same harm as those who are sexually abused physically. The child or teenager retains the shame of what has happened and the guilt of allowing it to occur. Many suffer long term depression and some may resort to self-harm. A key long term impact is the damage done to the child's ability to form trusting relationships with others, especially if her/his family was unsupportive or unresponsive when the abuse was discovered.

Relevant Sections of the Law

Sexual Offences Against Children Act 2017 (SOAC)

Child grooming (Section 12)

Section 12 prohibits child grooming such as the use of social media to develop a love relationship with a child with the intention of using the child to make child pornography. It is illegal for any person to communicate by any means with a child with the intention to commit any offence under the Act, even if they never actually meet, and on conviction, can be punished with imprisonment for a term not exceeding 5 years and whipping.

Meeting following child grooming (Section 13)

Section 13 provides for heavier penalty if there is any meeting following child grooming. Any person who, having communicated by any means with a child, meets with the child with the intention to commit any offence under the Act, is liable and can be punished with imprisonment for a term not exceeding 10 years and whipping.

Sexting, Sextortion and Virtual Rape

Sexting is a combination of the words 'sex' and 'texting', where often the 'text' is sending an image with or without a message. Sexting is defined as intentionally sharing of sexually explicit messages, images or videos using a mobile device or computer via the internet. These could be sexualised images of themselves that are 'self-generated' or forwarding sexualised images of others. These images or videos are often then shared with their peers.

Non-consensual sharing of self-generated sexually explicit material[6] is another form of sexting. Here the person may have shared a voluntarily produced sexual image with a friend but the trust is betrayed and the image then shared without consent with others.

Sextortion is a combination of the words 'sex' and 'extortion'. It is a form of online blackmail in which sexual information or images are used to coerce children and teenagers into performing sexual favours for the perpetrator. What may start out as a consensual sexting may end up as sextortion. As in all blackmail the perpetrator will often demand more and more from the visit and this may end up in 'virtual rape' or even a physical meeting and physical sexual abuse. At times the sextortion is used to generate financial or other personal gain.

Virtual Rape occurs when a child or teenager is told to pose in front of a webcam and is forced to physically abuse themselves while the perpetrator watches[7]. This can be considered a type of sextortion.

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[6] UNICEF. *What Works to Prevent Online and Offline Child Sexual Exploitation and Abuse? Review of national education strategies in East Asia and the Pacific 2020*.

[7] Maria Schillaci. #netsmart - *A handbook for grown-ups on how to protect children from sexual abuse on the internet*. Save the Children. Sweden. 2015.

Examples

As described above there are a number of forms of this type of online sexual abuse. The commonest type that we encounter, for e.g., is a young 12-14 year old girl or boy who cultivates an online friendship with an individual who she/he thinks is a peer. As the relationship deepens, the adult perpetrator impersonating as a teenager, will either request for a nude or semi-nude image as 'an expression of love' or send one of their own to generate a response image. Once the child or teenager sends a nude image, the whole relationship then changes and sextortion comes into full force. More and more demands are made of the child or teenager which then could escalate to a virtual or physical rape.

Other common occurrences are sexual images taken as part of physical sexual intimacy with a close friend (e.g. take a naked selfie together) but then betrayal happens. The presumed close friend now shares these images with others by peer to peer messaging apps or online. In this instance there may or may not be any sextortion since the perpetrator is a peer.

Motivation for Sharing Naked Images

The reason why children and teenagers share sexually explicit images of themselves is not always easy to understand. Some children and teenagers may be attracted to the other individual and want to share images as part of the 'deepening' relationship or in response to affirmative comments. Others may feel pressured by peers or pressured to maintain the relationship. At times there may be an element of experimentation and excitement in doing something 'dangerous'.

Finally, there is the adult perpetrator, often impersonating as a different person, who sexually grooms a child or teenager and then requests a sexual image as part of the relationship. Once one image is given, sextortion can be used in full force.

Impact

The consequences of sexting for a young person can be severe. They may experience humiliation and shame as the images are shared, especially with peers. Some peers may resort to physical or online harassment and bullying. They may feel their reputation is irreversibly damaged and resort to self-harm and suicide.

Relevant Sections of the Laws

Sexual Offences Against Children Act 2017 (SOAC)

Sexually communicating with a child (Section 11)
Section 11 prohibits any form of sexual communication with a child, except for education, scientific or medical purpose. Anyone found guilty is liable to imprisonment for a term not exceeding 3 years.

Non-physical sexual assault on a child (Section 15)
Section 15 prohibits any person who:

- Utters any words or makes any sound or gestures, or exhibits any objects or his body to a child or makes a child to exhibit the child's body for sexual purposes;

- Threatens to use any representation of a child that is sexual in nature, whether by visual, audio, or written, or any combination of these three, by any means;

- Engages in any sexual activities in the presence of a child, causes a child to watch or hear such person engaging in sexual activities;

- Makes a child engage in any sexual activities.

Anyone found guilty is liable to imprisonment for a term not exceeding 10 years or fine not exceeding RM20,000 or both.

Penal Code

Outrages on decency (Section 377D)
Section 377D prohibits any person from committing any act of gross indecency with another person, in public or private. If found guilty, the person shall be punished with imprisonment for a term which may extend to 2 years.

Inciting a child to an act of gross indecency (Section 377E)
Section 377E prohibits any person from inciting a child under the age of 14 years to any act of gross indecency with him or another person. Anyone found guilty is liable to imprisonment for a term of not less than 3 years and not more than 15 years, and also whipping.

Communications and Multimedia Act 1998 (CMA)

Prohibition of offensive content (Section 211)
Section 211 prohibits any service provider or any person to use the service provider to provide content which is indecent, obscene, false, menacing or offensive with the intent to annoy, abuse, threaten or harass any person. Anyone found guilty is liable to imprisonment for a term not exceeding 1 year or fine not exceeding RM50,000 or both and is also liable to a further fine of RM1,000 for every day or part of a day during which the offence is continued after the conviction.

Cyber-bullying and Doxing

Cyber-bullying is bullying that is done through the use of technology, for example, using the internet or a mobile phone to hurt, harass, threaten or embarrass someone. About 50% of this kind of bullying is done by a person known to the child or teenager, like her/his classmate. Often the behaviour is repetitive and the child or teenager end up experiencing anger, low self-esteem, anxiety and depression.
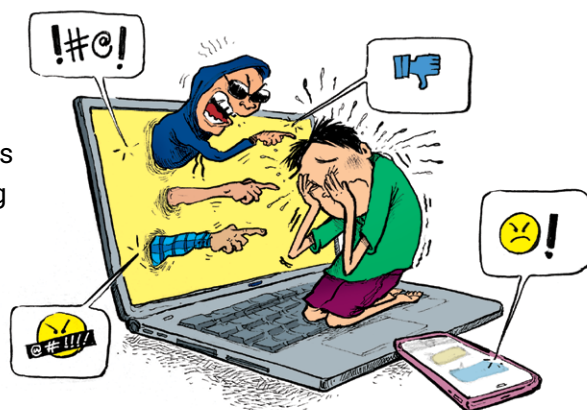
Doxing comes from the word 'docs' as in 'documents". It means to collect and share or 'publish' online all of a person's private information without their consent for the purpose of revealing their identity to others, causing many people to cyber-bully or cyber-harass them.

Examples

Cyber-bullying is common and a growing problem experienced in varying degrees by many children and teenagers. A common example is someone who is jealous of a person, often a classmate, who generates false information about them and spreads this online (often anonymously). This then has a 'life of its own' and escalates; at times with others joining in. The more the child or teenager tries to stop it, the stronger or louder the false messages become (called the 'Streisand effect').

This includes:

- Receiving mean, hurtful or threatening messages through social networking sites (e.g. Facebook, Instagram, Twitter, Snapchat, etc).

- Spreading rumours/lies about the child or teenager through social media sites (e.g. Facebook, Instagram, Twitter, Snapchat, etc); also called '**Flaming**'.

- **Trolling** the child or teenager – i.e. sending insulting messages online to upset her/him and hopefully also encourage others to do the same.

- Sending photos/videos of the child or teenager to others without her/his permission to embarrass, hurt or **body shame** the child or teenager; or edit her/his images to embarrass her/him (e.g. sexual comments or edits).

- People trying to stop the child or teenager from communicating with others or excluding her/him from chat groups.

- People setting up fake profiles pretending to be the child or teenager, or posting messages or status updates from her/his accounts.

- Stealing her/his passwords or logging into her/his accounts and changing the information there.

Motivation for Cyber-bullying

There are many reasons why some people become cyber-bullies. Some do so for revenge; some derive pleasure from seeing others suffer; some are bored or frustrated and use this as an outlet. Some cyber-bullies have been abused at home and take out their anger on others. Remember that children and teenagers who are cyber-bullies also need our help.

Impact

Unlike physical bullying where the child or teenager usually knows the identity of her/his bully, in cyber-bullying it is often anonymous. This leads her/him to be suspicious of others and isolate themselves from her/his peers; the child or teenager does not know whom to trust. In addition, cyber-bullying has the potential to reach a wide audience and leave a permanent online record, making the impact on the victim more severe and longer lasting (recurring at times). Children and teenagers experiencing cyber-bullying have fear, shame, humiliation, stress, anxiety, reduced school performance, become preoccupied with the bullying, social isolation, begin to avoid school and fall into depression. They often feel a sense of powerlessness and an inability to 'fix' things. Some may resort to self-harm and suicide.

Relevant Sections of the Laws

Communications and Multimedia Act 1998 (CMA)

Improper use of network facilities or network service (Section 233)
Section 233 is to prosecute cyber-bullies. It is an offence if a person makes, creates or solicits or initiates the transmission of any comment or sharing which is obscene, indecent, false, menacing or offensive with intent to annoy, abuse, threaten or harass another person. Anyone found guilty is liable to imprisonment for a term not exceeding 1 year or fine not exceeding RM50,000 or both and is also liable to further fine of RM1,000 for every day during which the offence is continued after the conviction.

Pornography

Pornography (often called 'porn') is the depicting or display of sexually explicit content either as pictures, videos or words, for sexual arousal and pleasure of self or others. Children and teenagers may be exposed to pornography unintentionally when surfing the Internet or intentionally search for porn out of curiosity or sexual desire heightened at puberty. Pop-up adverts are a common source of sexual images when surfing online. Some sections of pornography may normalise violence against women and even men. It is estimated that 10-20% of all online searches are for pornography. Although porn is searched for and looked at predominantly by men, there is a growing trend for women to also participate in this activity.

Child Pornography

The most disastrous and illegal aspect of porn is child pornography or online child sexual abuse material. Children and teenagers are exploited for porn in a number of ways. The commonest is by sexual abuse perpetrators that take images or videos of children and teenagers and share them online.

There is also a large commercial element to such activities. Often children and teenagers in poorer nations and communities are targeted to participate in image or video documentation, often performing sexual acts with adults, for sale. There is a huge online traffic for images and videos of child sexual abuse, often by paedophiles. Much of this is hidden in the 'dark web'. Some prey on poor families and use online video applications to live-stream child pornography. Increasingly we are seeing teenagers, in financially difficult situations, sharing or selling their own porn videos for financial gain.

There is a growing trend for peer to peer networks via mobile applications to share pornographic materials. This is also prevalent among teenagers. This sharing may include images or videos of friends that were shared consensually. Note that individuals that groom children and teenagers for sexual purposes may use porn as part of their activity.

Examples

Most children and teenagers encounter pornography incidentally online or when a friend shares images or talks about looking at porn. Children and teenagers hardly ever tell parents about online pornography as they know they will be scolded and their internet access restricted. Most children and teenagers would have seen some pornography by the age of 12.

Impact

Early exposure of children and teenagers to the concept of sex via pornography creates misinterpretation of sexuality, relationships and the sex act. Pornography prioritises sexual gratification and downplays relationship. Therefore, by watching pornography compulsively, children and teenagers may perceive that relationship and sex are the same.

It also often leads to a desire to see more images and has a risk for pornography addiction. Addiction is primarily a repetitive brain reward that possibly works through a neurotransmitter called dopamine. Repetitive increase of dopamine due to watching pornography causes the brain to crave the same effect over and over again.

Addiction to pornography may lead to earlier sexual experiences and unplanned pregnancies. Pornographic content creates unrealistic sexual expectations, negative self-perception in terms of physical appearance and sexual functioning and unhealthy intimate relationships.

Relevant Sections of the Laws

Sexual Offences Against Children Act 2017 (SOAC)

Offences related to child pornography (Section 4 to 10)
Section 4 to 10 of the Act strictly prohibits the production, distribution, and viewing of child pornography. Child pornography is defined to cover all forms of visual, auditory, or written or combination of any means of a child or images of a child engaged in sexually explicit conduct.

It is an offence if a person:
- Makes, produces or directs the making of, or participates in any way, in any child pornography;
- Makes any preparation to make, produce or direct the making of, or production of any child pornography;

- Uses a child in making, producing, directing the making or production of any child pornography;
- Exchanges, publishes, etc, any child pornography;
- Sells, distributes, advertises, etc., any child pornography to a child;
- Accesses or has in possession or control of any child pornography.

Upon conviction, any person is liable to varying amount of fines, jail terms and whippings.

Penal Code

Prohibition of selling, etc, of obscene materials (Section 292)
Section 292 prohibits any person from selling, distributing, producing, possessing, etc., any forms of obscene materials. The person shall be punished with imprisonment for a term which may extend to 3 years, or with fine, or with both. The section does not apply to any materials kept or used for good religious purposes.

Prohibition of selling, etc, of obscene materials to young person (Section 293)
Section 293 prohibits any person from selling, distributing, circulating, etc., obscene materials to any person under the age of 20. The person shall be punished with imprisonment for a term which may extend to 5 years, or with fine, or with both.

Prohibition of obscene acts or songs (Section 294)
It is an offence under section 294 if a person to the annoyance of others, does any obscene acts in any public places, sings, recites or utters any obscene song or words. The person shall be punished with imprisonment for a term which may extend to 3 months, or with fine, or with both.

Cyber-stalking and Cyber-harassment

Cyber-stalking is the repeated use of electronic communications (over the internet) to either stalk or harass a child or teenager or both. Although here we are talking about cyber-stalking and cyber-harassment of the child or teenager, this activity could target groups and organisations. In cyber-harassment, the child or teenager is sent unwanted and negative messages, often repeatedly and frequently.
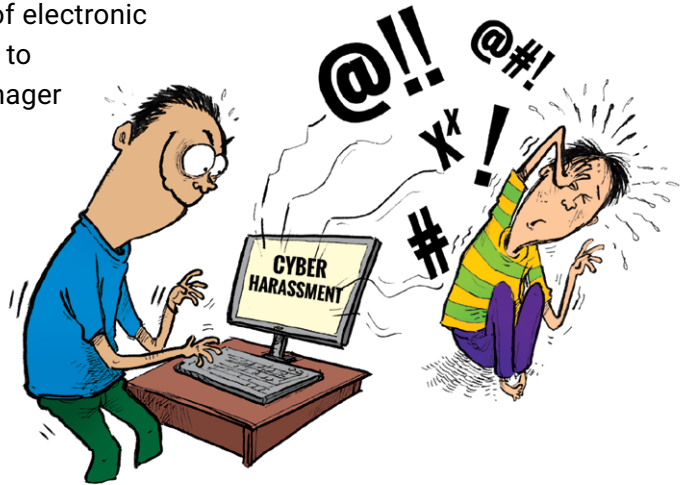
Examples

Remember that we may all receive a few negative comments on social media; this is not cyber-harassment. Only when the messages continue repeatedly over time and make us feel threatened, does it constitute cyber-harassment. Cyber-harassment can also take the form of 'text attacks' where a number of people gang up to send hundreds or thousands of messages to bully a child or teenager.

Cyber-stalking does not always involve direct communication with a child or teenager. A cyber stalker may stalk (i.e. follow and watch someone online over some time) a child or teenager without her/him being aware of the activity. The cyber-stalker may only act or interact with the child or teenager once they have amassed the data they require (personal details, account information, etc). Online stalking may proceed to offline stalking and physical sexual abuse.

Note: Cyber stalkers often hide behind pseudo-identities online.

Motivation for Cyber-stalking and Cyber-harassment

There are many possible reasons why an individual or group of people might do these activities. Some cyber-stalkers know their victims and may be motivated by anger and hurt (perceived past rejection), a desire to control the victims or sexual lust. Others may have a financial motive to blackmail someone or steal their identity (identity theft).There are many high profile examples of cyber-stalking involving celebrities where the perpetrators may have a mental health problem and a fixation on the person.

Impact

Children or teenagers who have been cyber-stalked may have major psychosocial damage which includes fear, anger and depression. When it continues and does not appear to be able to be stopped, some children and teenagers feel trapped, have suicidal thoughts and live increasingly isolated, anxious lives. Some end up with long term post-traumatic stress disorder (PTSD).

Relevant Sections of the Laws

Although there are no specific laws in Malaysia pertaining to stalking and sexual harassment, some sections may give some protection.

Penal Code

Criminal intimidation (Section 503, 506 and 507)
Section 503, 506 and 507 says it is criminal intimidation if a person threatens another with any injury to his person, reputation or property with the intent to cause alarm to that person, even by an anonymous communication. Anyone found guilty of causing criminal intimidation is liable to imprisonment for a term which may extend to 2 years or with fine or with both. Anyone commits criminal intimidation by an anonymous communication is liable to imprisonment which may extend to 2 years in addition to the punishment stated above.

Word or gesture intended to insult the modesty of a person (Section 509)
Section 509 prohibits anyone who intends to insult the modesty of any person, by uttering any word, making any sound or gesture or exhibiting any object. Anyone found guilty is liable to imprisonment which may extend to 5 years or with fine or with both.

Communications and Multimedia Act 1998 (CMA)

Improper use of network facilities or network service (Section 233)
Section 233 is used to prosecute cyber bullies. It is an offence if a person makes, creates or solicits or initiates the transmission of any comment or sharing which is obscene, indecent, false, menacing or offensive with intent to annoy, abuse, threaten or harass another person. Anyone found guilty is liable to imprisonment for a term not exceeding 1 year or fine not exceeding RM50,000 or both and is also liable to a further fine of RM1,000 for every day during which the offence continues after the conviction.

(3.0) What To Look Out For

This section outlines how we can recognise a child or teenager who is affected by online sexual abuse and steps to take.

Red Flags for Parents and Teachers: How to recognise if your child or teenager is affected online

Most children and teenagers who are struggling online (sexually victimised or cyber- bullied) are unlikely to tell a teacher or parent. They are afraid that the response from adults will be negative and punitive, they are embarrassed by what is happening and they are concerned that their online privileges will be restricted or taken away. Hence it is important, as parents and teachers, to be alert to identify children and teenagers who are affected.

Some of the key signs to suggest that they are having problems include:

1. **Nervous/Emotional when online** – Children and teenagers who appear emotionally upset during or after using the Internet or when messages arrive.

2. **Secrecy** – Very secretive or protective of their digital life, hide or clear the screen when you enter their room or come near them.

3. **Social withdrawal** – Withdrawal from family, friends, or activities; avoiding school or social group gatherings.

4. **Marked changes in behaviour** – Unexplained behaviour change and/or a drop in academic performance.

5. **Mood swings** – Changes in mood, sleep, or appetite.

6. **Stop using** the computer or hand phone.

Not all children and teenagers will respond in this way and some give no sign that anything is wrong. Hence it is important to always have an open, two-way communication with any child or teenager in your care. Children and teeenagers tell us their concerns and worries when they trust us and know that we will not respond negatively and harshly.

What to Do When Things Go Wrong?

These are immediate steps and actions that a child or teenager can take:

1. **STOP** – Stop the communication with the perpetrator or bully and do not give in to any more demands.

2. **TELL** – Talk to a person she/he trusts like parents or a trusted adult (teacher, doctor).

3. **DOCUMENT** – Take screenshots and record all the communications. Do not delete these communications as they are important to keep as evidence.

4. **BLOCK** – Block the hand phone and online account of the perpetrator. At times she/he may need to get a new hand phone number and email address.

5. **REPORT** – Get parents or a trusted adult's help to report the abuse to the relevant authorities (Refer to Handling Disclosure in the next section)

6. **PASSWORDS** – Change all her/his application and online platform passwords immediately and make them stronger.

7. **THERAPY** – Get her/him professional help from a counsellor to work through the trauma.

(4.0) Handling Disclosure[8]

Children and teenagers need to be trained in two areas:

Keep No Secrets
What to do when Something Happens?
Instruct children and teenagers to always tell a trusted adult (parent, teacher or doctor) if she/he is uncomfortable about anything that has happened online, including the behaviour of another person towards them. This applies even if the child or teenager feels she/he has done something wrong.

The Right to Say No
Every child and teenager must understand that she/he has the right to say no to any kind of communication that she/he doesn't like. And that she/he should tell the carer or teacher about any inappropriate communication with a child or adult that feels wrong.

Principles for disclosure

a. Always maintain strict confidentiality for the child or teenager. Do not gossip about the problem to others. Do not disclose the child's or teenager's identity in any way to the media.

b. Inform the child's or teenager's parents that you suspect abuse. Parents do not have the right to refuse notification or admission of the child or teenager.

c. Continue to support the child or teenager or find an appropriate person who can do so. The child or teenager might need specialised help or counselling.

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[8] Amar-Singh HSS (2019). *Child Safe Programme*. National Evangelical Christian Fellowship (NECF).

Talking to Children and Teenagers

Supporting children and teenagers is not always easy and will require parents and teachers to have empathy, a listening approach and be age appropriate. Here are some guidelines:

1. It is best to have a safe, private place to have a conversation with the child or teenager. If possible, have a chaperone or at least an open door or glass window in the door to avoid any risks or misunderstanding the session.

2. Communicate in an age appropriate manner. Use simple, clear words when communicating but do not talk down to children and teenagers. Listening to the child or teenager and offering her/him an opportunity to express her/his concerns is vital. Avoid any judgemental outlooks verbally or in facial expressions.

3. Reassure the child or teenager that you will maintain confidentiality but state clearly that this will not happen if the child or teenager is being harmed or is planning to harm others. When they share experiences of being abused, express that you believe them and that it is not their fault.

4. While we would like to tell children and teenagers that they will be kept safe and will be protected from further abuse, this is not always possible to achieve. Tell them that you will try your best to improve their situation. Our response to what is disclosed to us will depend on the situation. We should always act in the best interest of the child or teenager.

Report Procedures

All forms of online sexual abuse of children and teenagers must be reported. This is a legal requirement under the Child Act 2001 (Act 611, revised 2016) and Sexual Offences against Children Act 2017 (Act 792). A parent or teacher must never hide or ignore a child's concerns or disclosure about abuse. If a child tells the parent or teacher about it, it is important to listen, take it seriously and report it (or seek help for an evaluation). There are two types of reporting as described below:

A. When the Abuse Happens Online

1. **Tell a trusted adult about it**
    Encourage the child or teenager who experienced any online sexual abuse or problems to discuss it with a person she/he trusts like parents or other trusted adults like teachers or doctors. We should let the child or teenager know that not all secrets should be kept, especially if she/he is being harmed. Adults should, as a first step, enable the child to stop all further communication with the abuser and not to give in to any more demands. It is important if the child or teenager tells another adult, the parents are also informed.

2. **Keep evidence of the online sexual abuse**
    It is vital to document all the communications that have taken place online. Record all the communications by taking screenshots (preferably time-stamped) and saving them both digitally as well as printing hard copies. Do not delete these online communications as these are important evidence.

3. **Block and cut off all communication with the abuser**
    Block the hand phone and online account of the perpetrator. This includes blocking the person on all social media accounts. At times you may need to get the child or teenager a new hand phone number and new email address. If significant shaming sexually has happened online (widespread) then the child or teenager may want to stop going online and start afresh later with a new profile. Also change the passwords for all hand phone applications and online social-media platforms immediately and make them stronger. It may be useful to download some anti-malware software and scan the phone and computer.

4. Make a police report

Accompany the child or teenager and parents to the local police station to make a formal report. Prepare the family before they make the report. Bring hard copies of all the evidence.

Facts required in a police report on online violence

- **WHEN:** When did it occur? Date and time of the incident/s.

- **WHICH:** Which online platform/s?

- **WHO:** Who was involved? The identity or description of suspect.

- **WHAT:** What was the incident? Details of the incident/s.

- **HOW:** How did it happen and how many times?

- **EFFECT:** What's the effect on you after the incident? Damages, losses or any injury sustained, depression, fear, etc.

- **WHY:** Why is the report being lodged? To take action, for safety, etc.

SAMPLE OF A POLICE REPORT

On _____ (date and time), I befriended a person named _____ (name or other details) through _____ (online platform). On _____ (date and time), I received _____ (what incident) in my _____ (online platform) from the person. The person threatens to spread them into other social media applications if I do not meet him/her in person. This incident happened _____ (how many times). I am scared for my safety and experiencing _____ (effect).

The reason I make the report is for the authorities to take action.

5. **Make a report to Malaysian Communications & Multimedia Commission (MCMC) and CYBER999 (MyCert)**

   Malaysian Communications & Multimedia Commission (MCMC)
   - Call Hotlines 1800-188-030 or WhatsApp at 016-220 6262
   - Online Complaint: https://aduan.skmm.gov.my
   - https://www.mcmc.gov.my/faqs/online-content-problems/what-are-the-steps-required-for-me-to-lodge-compla
   - Visit Consumer Protection & Complaints Bureau in Cyberjaya

   CYBER999
   - Download the app or Online Complaint: https://www.mycert.org.my/
   - Cyber999 Hotline (office hours only): 1-300-88-2999
   - Cyber999 Emergency (24hrs): 019-266 5850
   - CYBER999 sms Report: 15888
   - Twitter: @mycert
   - E-mail: cyber999@cybersecurity.my

   Submit your police report when you lodge a complaint.

6. **Consider therapy for the child**
   Some children and teenagers who have been seriously traumatised may require professional help from a counsellor to work through the trauma. Many suffer from post-traumatic stress disorder (PTSD).

B. When the Online Abuse Becomes Physical Abuse

When the online abuse becomes physical sexual abuse, the child should be taken to one of the following helping agencies: government hospital, Social Welfare Department (Jabatan Kebajikan Masyarakat, JKM) or police. There may be non-governmental organisations (NGOs) in your area that are active in child protection work and can help the child or teenager and family through this whole process; like offering counselling, interagency liaison and support their court trials.

The following table will give you an idea of what happens to a sexually abused child when she/he is taken to these agencies and offer guidance on how to deal with the visits.

*Note: The procedure at each government hospital may vary, especially at the larger hospitals that have Paediatric Departments. A summary of what to expect is outlined as follows:

Getting Admitted	There are two possible options. Some hospitals prefer all children and teenagers to go through the One Stop Crisis Centre (OSCC) of the Emergency Department (Casualty). Other Paediatric Departments prefer seeing children and teenagers in the clinic or straight away (after hours) and admit directly to the ward.
	Admission for children and teenagers will usually be in the paediatric wards but older girls may be warded in the obstetrics and gynaecology ward and older boys in the surgical ward.
Necessity for a Police Report	All government doctors are required by law (Child Act) to take a suspected abused child or teenager into protection even if a police report has not been lodged. The police report is required to help with investigations, authorise the medical examination and allow for samples to be used in court proceedings.
	The police report can be made by the parents, government doctors or JKM staff. Many bigger hospitals have a police counter near Casualty. Even if a police report is withdrawn by the parents, the doctors are obliged by law to act and notify JKM.
Examination	Examination will take place either in the OSCC of the Emergency Department or in the Paediatric wards. Many larger government hospitals with Paediatric Departments will have a Suspected Child Abuse and Neglect (SCAN) Team to oversee the process. Examination is often done jointly by the Paediatrician and the Gynaecologist. The Police will be required to be available to receive samples and maintain the chain of evidence.
Notification of and Role of JKM	The Social Welfare Department (JKM) will be notified (in writing) by the Paediatric Department as soon as the child or teenager is admitted. The JKM officer will come to interview the child or teenager, parents/guardian and doctors in charge of the case.
Discharge and Counselling	While the child or teenager is in the hospital, she/he will receive medical attention and counselling. The decision to go home is made jointly between the Paediatric Department and JKM and the key issue will be to ensure the child or teenager is placed in a safe environment.

Role of Police	The police will investigate the complaint and collect evidence for the prosecution of the suspect. Once a police report has been lodged, an Investigating Police Officer (IO) will then be assigned to take on the case for further investigation, which includes taking statements from the child or teenager, doctors involved and the suspect.
	Once the investigation is completed, the IO will submit a report to the Deputy Public Prosecutor (DPP) who will then determine whether the case can be brought to court.
	Note: In many of the cases, the DPP may make a decision not to charge the suspect in court if there is insufficient evidence.

Facts required in a police report on physical sexual assault

- **WHEN:** When did it occur? Date and time of the incident/s.

- **WHERE:** Where did it happen? Location/s.

- **WHAT:** What was the incident? Details of the incident/s.

- **HOW:** How did it happen and how many times?

- **WHO:** Who was involved and who was the alleged perpetrator?

- **EFFECT:** What's the effect on the child or teenager after the incident? Bruises, injury, depression, fear, etc.

- **WHY:** Why is the report being lodged? To take action, for safety, etc.

SAMPLE OF A POLICE REPORT

On _____ (date and time), when I was at _____ (address/location), I was raped by _____ (name or other details of perpetrator). The perpetrator _____ (details of the incident). I had befriended the perpetrator (name or other details) through _____ (which online platform) since _____ (when). The rape happened _____ (how many times) on/at _____ (date and time/ previous locations). Due to the rape, I _____ (effects).

The reason I make the report is for the authorities to take action.

(5.0) Activities

This section discusses the different types of online sexual abuse and offers activities for each of them. Most activities require about 45 to 60 minutes to complete and are best done with a group of children or teenagers. Each type of abuse is discussed using a case study or/and an activity.

Rather than conducting this in a formal style, it is recommended that children and teenagers be divided into smaller groups of 5-7 persons and be asked to offer opinions and suggestions for each situation. This will allow for more interactive learning. Each activity comes with a work sheet that can be given out to each small group of children and teenagers to facilitate discussion.

The activities can be conducted with children and teenagers aged 12-18 years. Younger children aged 9-11 years may also benefit from the sessions but the activities will have to be adapted and made simpler for their use.

Educators and facilitators are recommended to continuously source updated and relevant videos on cybersafety to work with children and teenagers.
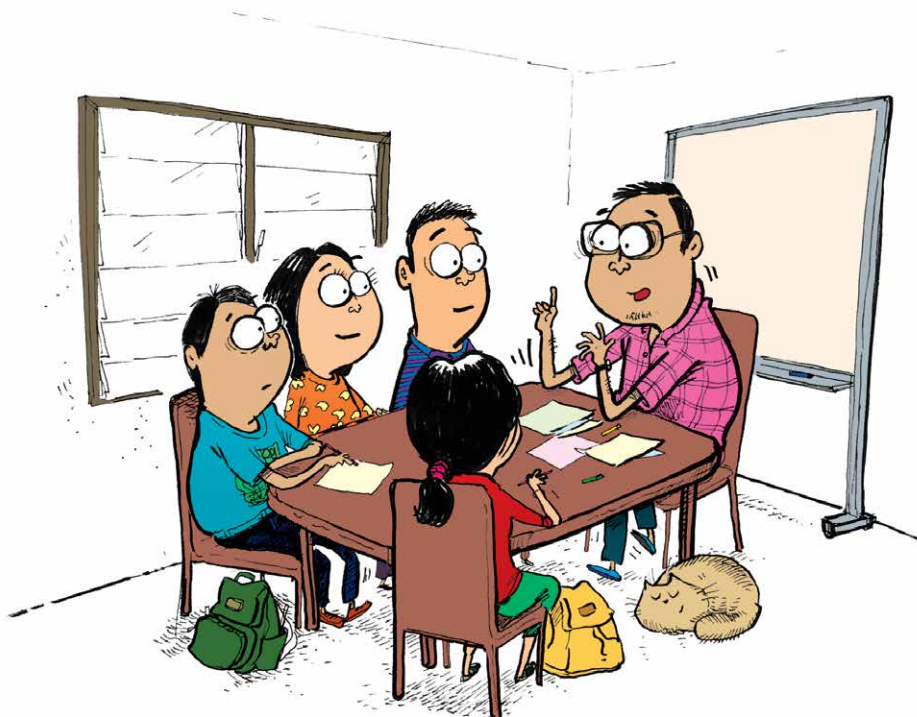
Topic 1: The Friends We Have

Activity - Circle of Friendship[9,10]

Circle of friendship or social circles is a graphic way of showing children and teenagers the different levels of familiarity they have with people they know and don't know. It is an activity which helps children and teenagers explore the different types of friends they have including online friends. The activity also helps them discuss the issue of trust and sharing of information with different types of friends through the 'Circle of Friendship' diagram.

Learning Objectives
- To differentiate different categories of friends (close, casual, acquaintance and online friends).
- To know who one can trust and how to create safe boundaries in relationships.

Time Required: 45-60 minutes

Materials
- A white board to record answers and responses.
- Some paper to write on.
- A4 paper with 'Circle of Friendship' diagram, mahjong paper, marker pens, blue-tack.

Methodology
1. Inform the children and teenagers about the learning objectives.

2. Divide the children and teenagers into groups of 5-7 and make sure that each one has a copy of the A4 paper with a 'Circle of Friendship' diagram.

3. Ask each child or teenager to write their name in the central circle (and/or paste her/his picture there). Explain to her/him this is their personal space, her/his body, and that only certain people can get very close to her/him.

4. On the next circle ask them to write "friends". At this point ask the children and teenagers why they have friends and to describe the characteristics of a good friend. List their answers on the white board and ask them to reflect and select what they think are the most important characteristics. From their feedback, highlight trust as an important characteristic.

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[9]   Amar-Singh HSS (2019). *Child Safe Programme*. National Evangelical Christian Fellowship (NECF).

[10] Hasanah Akhir, Hana Husni, Prema Devaraj (2017). *Cybersafety Programme for adolescents 12 to 17 years: Guidelines for facilitators and trainers*. Women's Centre for Change, Penang.

5. Discuss the different types of
    friends they have and explain
    the differences.
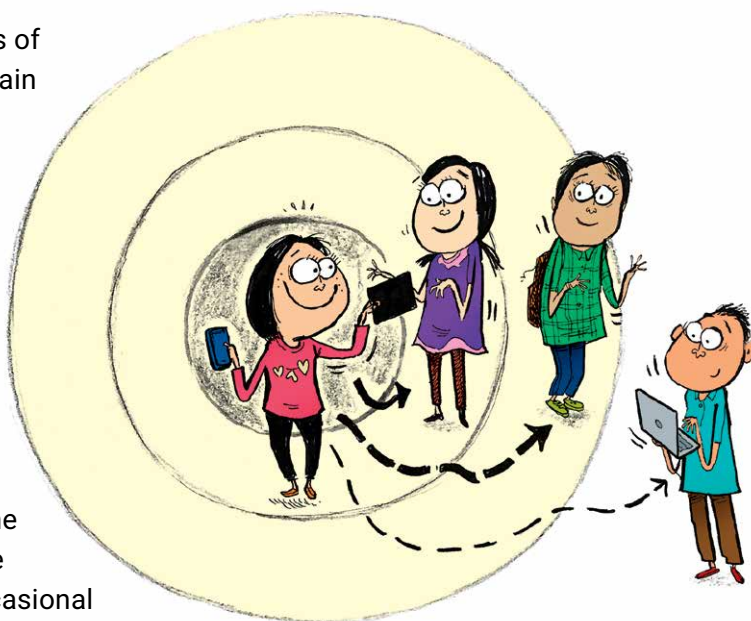   a. **Close friend:**
        someone whom you
        know very well and
        who knows you
        well; someone you
        might give a hug to,
        consider a special
        friend and share your
        secrets.
    b. **Casual friend:** someone
        whom you know a little
        better and have an occasional
        chat with.
    c. **Acquaintance:** someone you know just casually in your neighbourhood or
        school and might say a polite hello to.
    d. **Online friend:** someone you just met online and you haven't known them
        physically.

6. Ask the children and teenagers to discuss the differences in the activities they
    would engage in with acquaintances and with close friends e.g. sharing secrets
    with a close friend but not with a casual friend or an acquaintance.

7. Discuss how we can build trust and that it takes time and experience for this to
    happen.

8. Ask them whether or not they can trust the friends they have made online.
    Get them to explain why.

9. Lastly, on the outside of the last circle ask them to write "strangers" i.e. people
    you don't know. Teach them to ignore these people and not allow them to touch
    you.

10. Use different colours for each circle (red for the outer-most to designate
    danger) to help clarify its meaning to the young child or teenager. Remember
    that visual cues like these are a great way to backup verbal communication.

Work Sheet: Circle of Friendship

Online Friend

Acquaintance

Casual Friend

Close Friend

Me
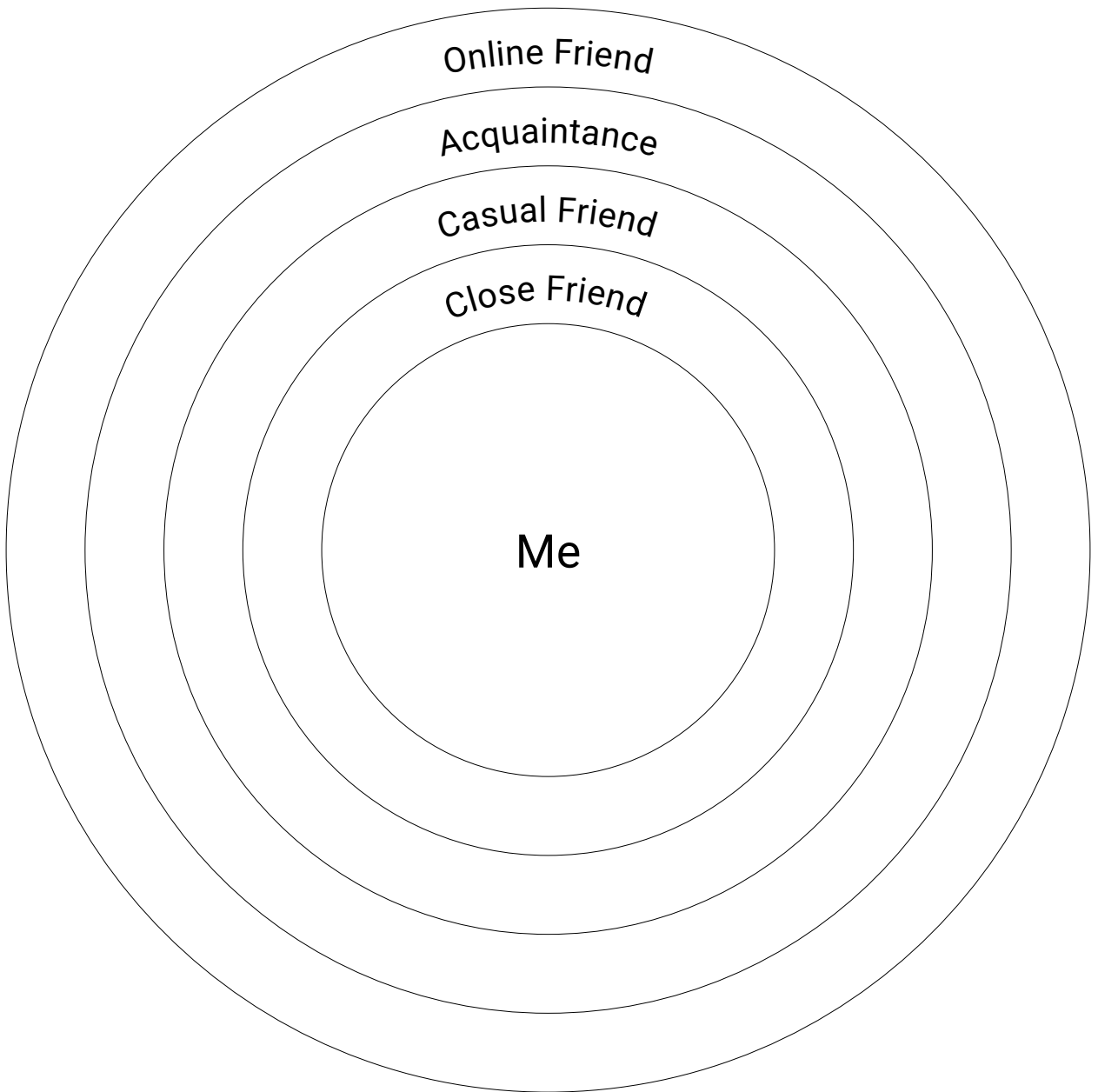
Topic 2: Online Grooming of Children and Teenagers for Sexual Purposes

Activity: Two Case Studies (Amelia's Story and Ethan's Story)

Learning Objectives
- To understand what "Online Grooming of Children and Teenagers" is and to be able to identify if it is happening.
- To have a better insight on the reliability and safety of an online 'friend' and how to develop good online interactions.

Time Required: 45 minutes

Materials
- A white board to record answers and responses.
- Some paper to write on.
- Projector to share one case study and questions or print the case study and questions as handouts for the children or teenagers – use the work sheet provided (Do not give the answers to the students until they have provided theirs). Refer to the Discussion Points below.

Methodology
1. Inform the children and teenagers about the learning objectives.

2. Divide the children and teenagers into groups of 5-7.

3. Start by sharing what is "Online Grooming of Children and Teenagers for Sexual Purposes" (Refer to page 7).

4. Read the case study out loud and share a worksheet with each group. Note that there are 2 case studies – one female (Amelia's story) and another male (Ethan's story). You can do both or only choose one.

5. Ask the children and teenagers to discuss and note down their answers.

6. Get the groups to respond to the questions (to save time, each group can answer one question and others can offer different opinions if any).

7. Discuss 'How Online Groomers Work' (Refer to page 8).

8. Consider giving a copy of the 'Red Flags' (refer to Appendix 1 page 59) to each child or teenager to put up in their bedroom or location where they often access the Internet.

Case Study 1: Amelia's Story

Amelia is a 15 year old girl who is active in playing online games. She found that it also offered her a chance to meet new people. One day while playing an online game she met a new girl who also seemed to enjoy that game. As there were not that many female gamers who played the games she liked, Amelia struck up a friendship with this person who called herself Emma. Gradually they started chatting more often and playing the same online games. Amelia found Emma very understanding and seemed to always say the right things like "I am there for you if you need me" or "You are beautiful and unique and need to be fully appreciated by others". Emma's profile picture online looked very sweet and her Facebook account showed her as part of a happy family. Their friendship grew and they would often chat using peer to peer messaging apps.

One day Emma invited Amelia over to her parents' home to play video games. When Amelia arrived at the apartment she was shocked to see that there was no young teenager there but only a 40+ year old man. The man took off her clothes and took images of her naked. He then threatened to share the photographs unless Amelia did what he wanted sexually. When Amelia returned home she was so ashamed of herself and could not speak about it to anyone. Soon the man demanded another meeting.

Case Study 2: Ethan's Story

Ethan is a 12 year old boy who is quiet, shy and introverted. He has hardly any friends at school. His parents also have two younger children aged 2 and 4. Much of the parent's time is spent looking after the younger children. Ethan turned to using online chat groups more as a means to try and find some friends and companionship. He was befriended by a girl named Sarah who was about his age. Over some months they developed a relationship and gradually communicated more and more; initially on social media sites and then one to one using WhatsApp. Sarah said she was delighted to have 'found' Ethan and that he may be her soul mate. They exchanged many personal images of each other; some images Sarah sent were seductive.

One day she sent him a picture of herself half naked and asked him to respond. Ethan sent her a picture of himself showing his genitalia. The relationship then changed rapidly. Ethan had a video call from 'Sarah' and found out she was an older adult man. Ethan was terrified. The man said he would share his naked images with all his classmates at school unless Ethan does all that he asked. Ethan's behaviour at home and school changed. He became even more of a loner but his parents and teachers did not notice this. One day the man demanded Ethan meet him at a private location. Ethan went and was sexually abused.

Discussion Points

1. What are the characteristics of a good friend; someone whom you can trust?

- Good friends will respect you and your values.
- Friends will listen to your points of view and be prepared to admit if they are wrong.
- Reliable friends are trustworthy and keep your confidences (secrets) and will not use them to blackmail you.
- Dependable friends will be there for you through bad and good times.
- True friends will apologise if they hurt you and say sorry (and not repeat it).
- Will never ask or pressure you to do something wrong.
- Will not send or ask for sexual images.

Basically we should expect the same values in online relationship and face to face physical relationship.

2. **How can you know the person (stranger) you meet online is a safe person?**

   This is very difficult to answer and requires insight, discernment and experience. You need to be alert for Red Flags (warning signs) that include:

   - The online person praises you a lot, especially your appearance ('you look so pretty or handsome').
   - They try and move the relationship/communication to a private one (one to one).
   - The person asks you to keep the relationship secret.
   - The online person is inquisitive about your personal life and asks for information (e.g. address, hand phone number, etc).
   - The person wants to send you gifts.
   - They want to meet face to face or ask you for an intimate photograph.

   The important point is to always take time to develop the relationship and to do this in an open platform or in a group. This same principle applies to physical relationships as well. When in doubt or if the child or teenager feels uncomfortable, always talk about the relationship to a person she/he trusts like parents or a trusted adult.

3. **What should Amelia/Ethan do now in this difficult situation?**

   - **STOP** – Stop the online and physical meetings with the man and not listen to any more demands.

   - **TELL** – Talk to a person she/he trusts like parents or a trusted adult (teacher, doctor).

   - **DOCUMENT** – Take screenshots and record all the communications. Do not delete these communications as they are important to document as evidence.

   - **REPORT and BLOCK** – Block the man's number and account online and get parents help to report the abuse to the relevant authorities (see Appendix 2: Useful Contacts).

   - **PASSWORDS** – Change all her/his application and online platform passwords immediately and make them stronger.

   - **THERAPY** – Get professional help from a counsellor to work through the trauma.
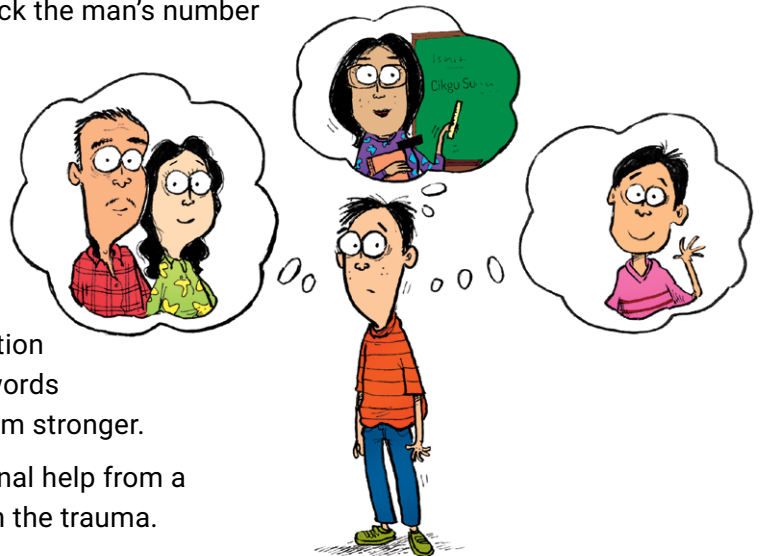
Work Sheet: Grooming of Children and Teenagers for Sexual Purposes

Case Study: Amelia's Story

Amelia is a 15 year old girl who is active in playing online games. She found that it also offered her a chance to meet new people. One day while playing an online game she met a new girl who also seemed to enjoy that game. As there were not that many female gamers who played the games she liked, Amelia struck up a friendship with this person who called herself Emma. Gradually they started chatting more often and playing the same online games. Amelia found Emma very understanding and seemed to always say the right things like "I am there for you if you need me" or "You are beautiful and unique and need to be fully appreciated by others". Emma's profile picture online looked very sweet and her Facebook account showed her as part of a happy family. Their friendship grew and they would often chat using peer to peer messaging apps.

One day Emma invited Amelia over to her parents' home to play video games. When Amelia arrived at the apartment she was shocked to see that there was no young teenager there but only a 40+ year old man. The man took off her clothes and took images of her naked. He then threatened to share the photographs unless Amelia did what he wanted sexually. When Amelia returned home she was so ashamed of herself and could not speak about it to anyone. Soon the man demanded another meeting.

Discussion

1. What are the characteristics of a good friend; someone whom you can trust?

_____

_____

_____

2. How can you know the person (stranger) you meet online is a safe person? What are Red Flags (warning signs) that you should be alert to?

_____

_____

_____

3. What should Amelia do in this difficult situation?

_____

_____

_____

Work Sheet: Grooming of Children and Teenagers for Sexual Purposes

Case Study: Ethan's Story

Ethan is a 12 year old boy who is quiet, shy and introverted. He has hardly any friends at school. His parents also have two younger children aged 2 and 4. Much of the parent's time is spent looking after the younger children. Ethan turned to using online chat groups more as a means to try and find some friends and companionship. He was befriended by a girl named Sarah who was about his age. Over some months they developed a relationship and gradually communicated more and more; initially on social media sites and then one to one using WhatsApp. Sarah said she was delighted to have 'found' Ethan and that he may be her soul mate. They exchanged many personal images of each other; some images Sarah sent were seductive.

One day she sent him a picture of her half naked and asked him to respond. Ethan sent her a picture of himself showing his genitalia. The relationship then changed rapidly. Ethan had a video call from 'Sarah' and found out she was an older adult man. Ethan was terrified. The man said he would share his naked images with all his classmates at school unless Ethan does all that he asked. Ethan's behaviour at home and school changed. He became even more of a loner but his parents and teachers did not notice this. One day the man demanded Ethan meet him at a private location. Ethan went and was sexually abused.

Discussion

1. What are the characteristics of a good friend; someone whom you can trust?

   _____

   _____

   _____

2. How can you know the person (stranger) you meet online is a safe person? What are Red Flags (warning signs) that you should be alert to?

   _____

   _____

   _____

3. What should Ethan do now in his difficult situation?

   _____

   _____

   _____

Topic 3: Sexting, Sextortion and Virtual Rape

Activity 1: Online Dangers in Chat Apps

Learning Objectives
- To highlight the dangers of using chat applications when making friends.
- To raise awareness on avenues for help.

Time Required: 45 minutes

Materials
- WCC Cybersafety YouTube video *Chat Apps* and *Cyber Violence? Beware, Be Safe*.
- Laptop, sound speakers, projector, mahjong paper and marker pens.

Methodology
1. Gather all the children and teenagers together.

2. Next, ask the children and teenagers what type of chat apps they use or know of.

3. Ask the children and teenagers why people use chat apps.

4. Ask the children and teenagers to show how well they know their chat app friends, i.e. can they be trusted? (Refer to the Topic 1 'The Friends We Have' on page 30)

5. Invite two of the children/teenagers to role play Scenario A and another two persons to play Scenario B below. (Select different genders to do role play).

Scenario A: Hanging out Activities
You're hanging out alone at McD. A stranger approaches you to get acquainted. What would you do?

Notes to Facilitator
- Invite two volunteers from the group to role play a child/teenager and a stranger.
- Encourage the children and teenagers to act the scenario without any judgement comments.
- After the role play, ask them the following questions:
  a) How do you feel when approached by a stranger?
  b) Did you provide your personal information to the person?
  c) Why did you behave in such a way?
- Write the answers given by the children and teenagers on mahjong paper.
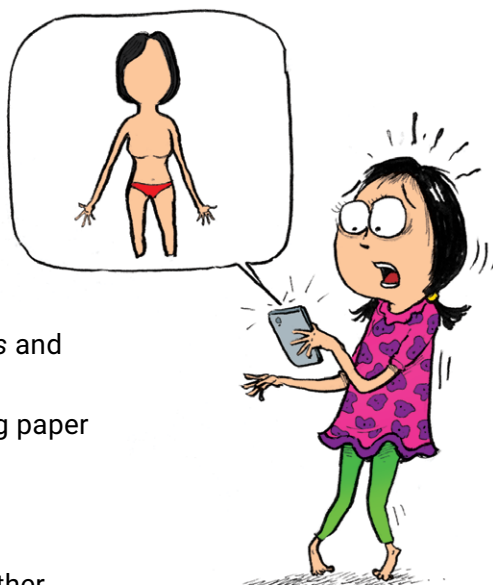
Scenario B: Social Media Activities
(Example: Facebook / Instagram / Twitter / Snapchat)
You receive a friend request from someone you do not know on Facebook. What would you do?

Notes to Facilitator
- Invite two volunteers from the group to role play a child/teenager and a stranger.
- Encourage the children and teenagers to act the scenario without any judgement comments.
- After the role play, ask them the following questions:
    a) How do you feel when you receive a friend request from a stranger?
    b) Will you accept the request? If so, what are your criteria for accepting the request?
    c) Is it different from the way you make friends in real life? If so, why?
    d) Which category does this friend belong to?
- Write the answers given by the children or teenagers on mahjong paper.

6. Tell the children and teenagers you are going to show them a video about chat apps and that after watching the video there will be a discussion.

7. Play the WCC Cybersafety video *Chat Apps* (https://youtu.be/VLXhW4vn0wQ). At the end of the video, get them to express what they understand from the video. (They should be able to summarise what they saw). As the video is short, it might be necessary to play the video again.

8. Ensure that they understand that not all online friends are trustworthy. Some might be sexual predators.

9. Ask the children and teenagers what they should do if something like this were to happen to them or their friends.

10. Once they have explored some options, play the WCC Video *Cyber Violence? Beware, Be Safe* (https://youtu.be/oUxbggKtQN8)

11. Explain to the children and teenagers that it is generally okay to make friends but they must be careful who their online friends are.

Activity: Online Dangers in Chat Apps

Activity 2: Video *Kisah Lila*

Learning Objectives
● To raise awareness on the dangers of sexting.
● To raise awareness on avenues for help.

Time Required: 45 minutes

Materials
● WCC Cybersafety YouTube video *Kisah Lila*
and *Cyber Violence? Beware, Be Safe*.
● Laptop, sound speakers, projector, mahjong paper and marker pens.

Methodology
1. Gather children and teenagers together.

2. Next ask the children and teenagers what they understand by the term "sexting".

3. Then explain what sexting is.
   Sexting is the sending, receiving, or forwarding of sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device.

4. Ask them why they think people engage in sexting.

5. Tell them you are going to show a video about sexting and that after the video there will be a discussion.

6. Play the WCC Cybersafety video *Kisah Lila* (https://youtu.be/OjyGFlJWQdA). At the end of the video, get them to express what they understand from the video. (Children and teenagers should be able to summarise what they saw). As the video is short, it might be necessary to play the video again.

7. At the end of the video, get the children and teenagers to tell you what the video was about.

8. Next ask the children and teenagers the following questions:
   a) Why did the boyfriend ask for Lila's photo?
   b) Why did Lila send the photo?
   c) Why did the boyfriend forward Lila's picture to his friends?
   d) How do you think Lila felt when she found out?
   e) What do you think Lila can do about the situation?
   f) Where do you think Lila can seek help?

9. Once they have explored options on where they can seek help, play the WCC Cybersafety video *Cyber Violence? Beware, Be Safe* (https://youtu.be/oUxbggKtQN8).

10. Explain to the children and teenagers that while it is quite normal to take and share photos with their family and friends they need to be very cautious about the type of photos they take (i.e. nothing explicit) and with whom they share their photos. If they do not really know or trust a person, they should not share any photos with them. Emphasise that once they share a photo, they lose control over what will happen to that photo.

11. Highlight to the children and teenagers that any photos or media that are sent out can be circulated and posted online. **Remind them: Once you share it, you lose it.**

Activity 3: Case Study: Nora's Story

Learning Objectives
- To understand what sexting is.
- To become aware of risks and consequences of sharing sexually explicit images or selfies.
- To know how to respond to requests for sexual images of yourself.

Time Required: 45 minutes

Materials
- A white board to record answers and responses.
- Some paper to write on.
- Projector to share the case study and questions or printed handouts – use the work sheet provided (Do not give the answers to the students until they have provided theirs). Refer to the Discussion Points below.

Methodology
1. Inform the children and teenagers about the learning objectives.

2. Divide the children and teenagers into groups of 5-7.

3. Start by sharing what is Sexting and Sextortion with the children and teenagers (Refer to page 10).

4. Read the case study (Nora's story) out loud and share a work sheet with each group.

5. Ask the students to discuss and note down their answers.

6. Get the groups to respond to the questions (to save time, each group can answer one question and others can offer different opinions if any).

7. Discuss what we can learn from Nora's story.

8. Discuss the motivation for sharing naked images and consequences of sexting (Use the Discussion Points on Nora's story below).

Case Study: Nora's Story

Nora is a 14 year old girl, the only child of parents who are both successful and busy professionals. She is active on social media, especially Instagram and WeChat. Two months ago she befriended a boy named Adam online and their relationship developed quickly. He was kind, attentive, listened to her and often praised her, especially her looks. She felt very much appreciated and she was in love with him. He then asked her for a naked picture of her body, so that he could admire her further. He expressed hurt when she was initially reluctant to give it. He promised that only he would see it and no one else would have access to the image. She was worried he would break off the relationship if she did not comply, so she sent him one naked image of herself.

The relationship changed after this and she found out he was actually an adult man. He now threatened her with exposure and to share her picture online with others, her parents and friends unless she sent him even more images. She felt so trapped and frightened so she sent more images. He then asks her to video chat with him and expose her body to him, as well as do sexual things he instructs her to do to her body. He records this video call. She is now depressed and has thoughts of ending her life.

Discussion Points

1. Why did Nora send a nude image to Adam?

- She felt liked and appreciated by Adam.
- She was afraid that he might break off the relationship.
- She trusted his promise that he would not share it.
- She assumed his online profile was genuine.

2. How should Nora have responded when she was pressed for a nude image?

- She should have been firm and trusted herself and not sent one (inner voice).
- She should have spoken to her parents about the request (she probably did not do this as she did not want them to know about the relationship).

3. **What should Nora do now in her difficult situation?**

    - **STOP** – Stop the communication with Adam and do not give in to any more demands.

    - **TELL** – Talk to a person she trusts like parents or a trusted adult (teacher, doctor).

    - **DOCUMENT** – Take screenshots and record all the communications. Do not delete these communications as they are important to keep as evidence.

    - **REPORT and BLOCK** – Block Adam's number and account online and get parents' help to report the abuse to the relevant authorities (Refer to Appendix 3: Useful contacts, pages 66-72).

    - **PASSWORDS** – Change all her application and online platform passwords immediately and make them stronger.

    - **THERAPY** – Get professional help from a counsellor to work through the trauma.

4. **What can we learn from Nora's story?**

    - It is OK to say 'NO' when someone asks for sexually explicit images.
    - People who love us will respect our bodies and personal space/values.
    - It is OK to break off a relationship or block a person who persistently asks you for sexual images.
    - Never keep these kinds of harmful secrets.
    - The earlier you tell your parents or a trusted adult, the smaller will be the damage.

5. **Additional Reflective Questions**

    - How would you react if you saw a naked photo of your friend or classmate online?
    - What would you do if someone sent you a naked photo of another person?
    - How would you feel if you found out your boyfriend or girlfriend shared naked pictures of you with others?

Work Sheet: Sexting

Case Study: Nora's Story

Nora is a 14-year-old girl, the only child of parents who are both successful and busy professionals. She is active on social media, especially Instagram and WeChat. Two months ago she befriended a boy named Adam online and their relationship developed quickly. He was kind, attentive, listened to her and often praised her, especially her looks. She felt very much appreciated and she was in love with him. He then asked her for a naked picture of her body, so that he could admire her further. He expressed hurt when she was initially reluctant to give it. He promised that only he would see it and no one else would have access to the image. She was worried he would break off the relationship if she did not comply, so she sent him one naked image of herself.

The relationship changed after this and she found out he was actually an adult man. He now threatened her with exposure and to share her picture online with others, her parents and friends unless she sent him even more images. She felt so trapped and frightened so she sends more images. He then asks her to video chat with him and expose her body to him, as well as do sexual things he instructs her to do to her body. He records this video call. She is now depressed and has thoughts of ending her life.

Discussion

1. Why did Nora send a nude image to Adam?

   _____

   _____

   _____

2. How should Nora have responded when she was pressed for a nude image?

   _____

   _____

   _____

3. What should Nora do now in her difficult situation?

   _____

   _____

   _____

Topic 4: Cyber-bullying and Doxing

Activity 1: Cyber-bullying

Learning Objectives
- To understand and stop cyber-bullying.
- To be aware of the impact of cyber-bullying on children and teenagers.
- To speak out against cyber-bullying.

Time Required: 45 minutes

Materials
- WCC Cybersafety YouTube video *Cyber-bully* and *Cyber Violence? Beware, Be Safe*.
- Laptop, sound speakers, projector, mahjong paper and marker pens.

Methodology
1. Gather the children and teenagers together.

2. Next ask the children and teenagers what they understand by the term "bullying". Ask them to give examples of bullying they are aware of either in school or elsewhere.

3. Ask them why they think bullying takes place.

4. Then explain what cyber-bullying is.
   Cyber-bullying *is bullying that takes place digitally and online by using digital devices like handphones, computers, and tablets. It can happen through chat applications, social media, forums, or gaming. In other words it can happen where people can view, participate in, or share content.*

5. Tell the children and teenagers you are going to show them a video about cyber-bullying and after that there will be a discussion.

6. Play the WCC Cybersafety video *Cyber-bully* (https://youtu.be/XPf8T-zFhu8). At the end of the video, get them to express what they understand from the video. (Children and teenagers should be able to summarise what they saw). As the video is short, it might be necessary to play the video again.

7. Next ask the children and teenagers the following questions:
    a) How do you think the victims of cyber-bullying feel?
    b) Now that you know, do you think bullying is ok?
    c) What can you do if you know someone is being bullied?

8. Once they have explored options on where they can seek help, play the WCC Cybersafety video *Cyber Violence? Beware, Be Safe* (https://youtu.be/oUxbggKtQN8).

9. Summarise the session by stressing that all forms of bullying (physical, sexual, social, verbal, and cyber) are wrong and that bullying will only stop if people speak out against bullying and lodge reports against the bullies.

Activity 2: Case Study (Daud's Story)

Learning Objectives
- To understand what cyber-bullying is and how it looks like.
- To know how to respond to and deal with cyber-bullying.
- To have better online behaviour towards others.

Time Required: 45 minutes

Materials
- A white board to record answers and responses.
- Some paper to write on.
- Projector to share the case study and questions or printed handouts – use the work sheet provided (Do not give the answers to the children and teenagers until they have provided theirs). Refer to the Discussion Points below.

Methodology
1. Inform the children and teenagers about the learning objectives.

2. Divide the children and teenagers into groups of 5-7.

3. Start by sharing what is Cyber-bullying.

4. Read the case study (Daud's Story) out loud and share a work sheet with each group.

5. Ask the children and teenagers to discuss and note down their answers.

6. Get the groups to respond to the questions (to save time, each group can answer one question and others can offer different opinions if any).

Case Study: Daud's Story

Daud is a 15 year old boy who is active on social media. He is popular and has a number of friends both offline and online. One of his classmates, Sam, is jealous of the attention he is receiving. Sam creates a fake online account and starts to post negative messages and opinions about Daud. All of them are lies but some get re-circulated by others who do not know Daud very well. Daud tries to ignore these false postings as he does not know who is posting them. Occasionally he responds saying they are all lies. This goes on intermittently for a few weeks until Sam posts a sexualised, edited image of Daud with the word 'homosexual' on it. This really stirs up things. Several people online and at school begin to call Daud a 'homo'. The more Daud denies this, the more the rumour spreads. Soon, more and more gang up to tease him. Now a number of people send and share negative messages about him to classmates. Daud is not able to sleep well and stops going to school.

Discussion Points

1. Has anyone been bullied offline or online before? Please share how you felt.

- Explore different responses from the children and teenagers.

2. Why do some people engage in cyber-bullying?

- There are many reasons why some people become cyber-bullies. Some do it to get revenge on others; some derive pleasure from seeing others suffer; some are bored or frustrated and use this as an outlet. Some cyber-bullies have been abused at home and take out their anger on others.
- Remember that children and teenagers who are cyber-bullies also need our help.

3. What can we do to prevent cyber-bullying and behave better online?

- Treat others with the respect you would like to receive.
- Stop and think before you post or share online your opinions, photos, videos of others. If the post may harm or hurt someone, do not do it.
- Do not forward or share negative or embarrassing posts about anyone that are sent to you or that you see online.
- Never reveal your personal information or that of someone else online (i.e. address, phone number, school name or location).
- When you see cyber-bullying happening, stand up for the victim. The person who is being bullied needs our support and kindness.
- Tell a teacher, a trusted adult or your parents about any cyber-bullying you witnessed so as to get help.

4. **What should Daud do in his difficult situation?**

- **STOP** – Stop responding to the online lies and bullies.

- **TELL** – Talk to a person he trusts like parents or a trusted adult (teacher, doctor).

- **DOCUMENT** – Take screenshots and record all the communications. Do not delete these communications as they are important to keep as evidence.

- **REPORT and BLOCK** – Block the online account of the bully and get parents help to report the abuse to the relevant authorities (see Appendix 3: Useful Contacts pages 66-72).

- **PASSWORDS** – Change all passwords on his application and online platform immediately and make them stronger.

- **THERAPY** – Get professional help from a counsellor to work through the trauma.

Work Sheet: Cyber-bullying

Case Study: Daud's Story

Daud is a 15 year old boy who is active on social media. He is popular and has a number of friends both offline and online. One of his classmates, Sam, is jealous of the attention he is receiving. Sam creates a fake online account and starts to post negative messages and opinion about Daud. All of them are lies but some get re-circulated by others who do not know Daud very well. Daud tries to ignore these false postings about him as he does not know who is posting them. Occasionally he responds back saying they are all lies. This goes on intermittently for a few weeks until Sam posts a sexualised, edited image of Daud with the word 'homosexual' on it. This really stirs up things. A number of people online and at school begin to call Daud a 'homo'. The more Daud denies this, the more the rumour spreads. Soon, more and more gang up to tease him. Now a number of people send and share negative messages about him to classmates. Daud is not able to sleep well and stops going to school.

Discussion

1. Has anyone been bullied offline or online before? Please share how you felt.

   _____

   _____

   _____

2. Why do some people engage in cyber-bullying?

   _____

   _____

   _____

3. What can we do to prevent cyber-bullying? How can we behave better online?

   _____

   _____

   _____

4. What should Daud do in his difficult situation?

   _____

   _____

   _____

Topic 5: Pornography

Activity: Case Study

Learning Objectives
- To understand what pornography is and its effect on us.
- To know how to respond to and deal with inappropriate sexual online content.

Time Required: 45 minutes

Materials
- A white board to record answers and responses.
- Some paper to write on.
- Projector to share the case study and questions or printed handouts– use the work sheet provided (Do not give the answers to the students until they have provided theirs). Refer to the Discussion Points below.

Methodology
1. Inform the children and teenagers about the learning objectives
2. Divide the children and teenagers into groups of 5-7.
3. Start by sharing what is pornography (Refer to page 15).
4. Read the case study (Jason's Story) out loud and share a work sheet with each group.
5. Ask the children and teenagers to discuss and note down their answers.
6. Get the groups to respond to the questions (to save time, each group can answer one question and others can offer different opinions if any).

Case Study: Jason's Story

Jason is a 14 year old boy who is keen to be part of the 'gang' – a group of his male peers and slightly older boys who hang out together both offline (at the mall) and online in a closed Telegram group. He is told that to join them, as an initiation, he must share five porn images or two videos of women having sex on the first day of joining the Telegram group. Jason is very keen to join them, so he downloads images to share and is invited into the group. Now everyday Jason sees porn images or videos shared in the group. Initially it was stimulating and he started masturbating more often but overtime he felt degraded and sullied. However he wants to remain part of the group and also wants to continue seeing porn images.

Discussion Points

1. **Has anyone ever sent you images of naked persons before (pornography)? Have you accidentally seen naked pictures or videos of people online? Please share how you felt.**

   - Explore different responses from the children and teenagers.

2. **What will happen to someone who frequently uses pornography?**

   - Discuss the negative effects of pornography on children and teenagers.
   - Also speak about how pornography degrades our perspective of women in general.

3. **What can we do to prevent our access to pornography online?**

   - When you are curious and have questions about sex and your body, ask an adult you trust like your parents, teacher or doctor, rather than look it up online.
   - Ask your parents how you can configure your mobile device or computer to do safe online searches.
   - Ask your parents to see how adverts can be blocked on your mobile.
   - If you accidently see pornography online, immediately close that page.
   - Tell a teacher, a trusted adult or your parents if anyone sends you pornographic material.

   Always remember to treat others with the respect you would like to receive, and this includes online images.

4. **What should Jason do in his situation?**

   - **STOP** – Stop looking at the pornographic images on his Telegram account.
   - **TELL** – Talk to a person he trusts like parents or a trusted adult (teacher, doctor).
   - **LEAVE** – Take the strong decision to leave/exit the group.
   - **FIND** – Find new friends that are more wholesome.
   - **THERAPY** – Get professional help from a counsellor to work through the sexualisation that has occurred.

Work Sheet: Pornography

Case Study: Jason's Story

Jason is a 14 year old boy who is keen to be part of the 'gang' – a group of his male peers and slightly older boys who hang out together both offline (at the mall) and online in a closed Telegram group. He is told that to join them, as an initiation, he must share five porn images or two videos of women having sex on the first day of joining the Telegram group. Jason is very keen to join them, so he downloads images to share and is invited into the group. Now everyday Jason sees porn images or videos shared in the group. Initially it was stimulating and he started masturbating more often but over time he felt degraded and sullied. However he wants to remain part of the group and also wants to continue seeing porn images.

Discussion

1. Has anyone ever sent you images of naked persons (pornography) before? Have you accidentally seen naked pictures or videos of people online? Please share how you felt.

   _____

   _____

   _____

2. What will happen to someone who frequently watches pornography?

   _____

   _____

   _____

3. What can we do to prevent our access to pornography online?

   _____

   _____

   _____

4. What should Jason do in his situation?

   _____

   _____

   _____

Topic 6: Cyber-stalking and Cyber-harassment

Activity 1: Cyber-stalking

Learning Objectives
- To create an awareness and understanding on cyber-stalking.
- To get the children and teenagers to be careful while sharing their personal information online.

Time Required: 45 minutes

Materials
- WCC Cybersafety YouTube video *Cyber-stalking* and *Cyber Violence? Beware, Be Safe*.
- Laptop, sound speaker, projector, mahjong paper and marker pens.

Methodology
1. Gather the children and teenagers together.

2. Ask them if they understand the term "cyber-stalking". If the children and teenagers say yes, get them to explain what their understanding is. If they say no, you have to explain to them what cyber stalking is.
   Cyber-stalking is the repeated use of electronic communication to either harass or frighten someone or both.

3. Tell the children and teenagers you are going to show them a video about cyber-stalking and after that there will be a discussion.

4. Play the WCC Cybersafety video *Cyber-stalking* (https://youtu.be/9jcDL9EnITA). At the end of the video, get them to express what they understand from the video. (Children and teenagers should be able to summarise what they saw). As the video is short, it might be necessary to play the video again.

5. Next ask them the following questions:
   a) What are the four main characteristics of cyber stalkers?
   b) How does a person feel if she/he is being stalked online?
   c) Is stalking a person online a crime?
   d) What are some safety precautions to take?
   e) What can you do if someone stalks you online?

6. Once they have explored options on where they can seek help, play the
   WCC Cybersafety video *Cyber Violence? Beware, Be Safe* (https://youtu.be/
   oUxbggKtQN8).

7. Summarise the session by stressing the need to keep their online information
   private. Conclude that we need to be careful about the type of information we
   post online and who we approve as our friends/followers on social media.

Activity 2: Case Study (Li Jing's Story)

Learning Objectives
- To understand what cyber-stalking and cyber-harassment is and how it looks like.
- To know how to respond to and deal with cyber-stalking and cyber-harassment.

Time Required: 45 minutes

Materials
- A white board to record answers and responses.
- Some paper to write on.
- Projector to share the case study and questions or printed handouts – use the
  work sheet provided (Do not give the answers to the children and teenagers until
  they have provided theirs). Refer to the Discussion Points below.

Methodology
1. Inform the children and teenagers about the learning objectives.

2. Divide the children and teenagers into groups of 5-7.

3. Start by sharing what cyber-stalking and cyber-harassment is.

4. Read the case study (story) out loud and share a work sheet with each group.

5. Ask the children and teenagers to discuss and note down their answers.

6. Get the groups to respond to the questions (to save time, each group can
   answer one question and others can offer different opinions if any).

<div style="background:green">*Case Study: Li Jing's Story*</div>

Li Jing is a 16 year old girl who had a boyfriend a year ago. The relationship did not turn out as she had hoped and she ended it. However the boy was very keen to maintain the relationship. Li Jing had to be quite firm to tell him that it was over. She avoided meeting him and did not respond to any of his calls or messages. Soon after she started receiving unusual messages on her hand phone WeChat app from a number she did not know. Initially the person praised her for her beauty and capabilities and Li Jing did not mind this very much.

But as time went on the messages became more frequent, almost daily and took a more intimate tone. When she asked who it was, the response was 'a distant admirer'. She eventually blocked the person but found that similar messages were now coming from a different hand phone. She became concerned as the person seemed to know so much about her. What finally frightened her was when an edited image of her in a sexual pose (using another person's body) was sent – the context image suggested that her face was doctored in just recently. Li Jing became very anxious, had difficulty sleeping and concentrating at school. She has become suspicious of all her friends.

Discussion Points

1. **Have you experienced stalking or harassment offline or online before? Please share how you felt.**

   - Explore different responses from the children and teenagers.

2. **How can we differentiate cyber-stalking or cyber-harassment from negative online comments?**

   - Anyone of us can receive negative online comments occasionally. If you have a high profile online account (many people follow you or you are well known), you may receive negative opinions more often.
   - The difference in cyber-stalking or cyber-harassment is that it is persistent, often from the same account and progressively getting worse. In addition the person who is sending the unwanted messages seems to be aware of your personal life and relationships.

3. **What should Li Jing do in this difficult situation?**

    - **STOP** – Stop responding to the online stalker.

    - **TELL** – Talk to a person she trusts like parents or a trusted adult (teacher, doctor).

    - **DOCUMENT** – Take screenshots and record all the communications. Do not delete these communications as they are important to keep as evidence.

    - **REPORT and BLOCK** – Block the online account of the stalker (each time a new one appears) and get parents' help to report the abuse to the relevant authorities (Refer to Appendix 3 on Useful Contacts, on pages 66-72). A police report may be necessary.

    - **PASSWORDS** – Change her passwords on all her application and online platform immediately and make them stronger.

    - **CHANGE** – Consider changing her hand phone number and email address. Reduce the amount of information available about her online.

    - **THERAPY** – Get professional help from a counsellor to work through her trauma.

Work Sheet: Cyber-stalking and Cyber-harassment

Case Study: Li Jing's Story

Li Jing is a 16 year old girl who had a boyfriend a year ago. The relationship did not turn out as she had hoped and she ended it. However the boy was very keen to maintain the relationship. Li Jing had to be quite firm to tell him that it was over. She avoided meeting him and did not respond to any of his calls or messages. Soon after she started receiving unusual messages on her hand phone WeChat app from a number she did not know. Initially the person praised her for her beauty and capabilities and Li Jing did not mind this very much.

But as time went on the messages became more frequent, almost daily and took a more intimate tone. When she asked who it was, the response was 'a distant admirer'. She eventually blocked the person but found that similar messages were now coming from a different hand phone. She became concerned as the person seemed to know so much about her. What finally frightened her was when an edited image of her in a sexual pose (using another person's body) was sent – the context image suggested that her face was doctored in just recently. Li Jing became very anxious, had difficulty sleeping and concentrating at school. She has become suspicious of all her friends.

Discussion

1. Have you experienced stalking or harassment offline or online before? Please share how you felt.

   _____

   _____

   _____

2. How can we differentiate cyber-stalking or cyber-harassment from negative online comments?

   _____

   _____

   _____

3. What should Li Jing do in this difficult situation?

   _____

   _____

   _____

Appendix 1: Red Flags – Tips for Children and Teenagers to Stay Safe Online

How can you know the person (stranger) you meet online is a safe person?

- Always trust your own intuition and your inner voice.
- If you feel uncomfortable, you should speak to a trusted adult.

Below are Red Flags (warning signs ⚠️) that suggest this is an unsafe online interaction.

⚠️ The online person praises you a lot, especially your appearance ("you look so pretty or handsome").

⚠️ They try to move the relationship/communication to a private one (one to one).

⚠️ The person asks you to keep the relationship secret.

⚠️ The online person is inquisitive about your personal life and asks for information (e.g. address, hand phone number, etc).

⚠️ The person wants to send you gifts.

⚠️ They ask you for an intimate photograph (i.e. a photograph that shows part of your body naked or private parts).

⚠️ They want to meet face to face.

What to Do When Things Go Wrong?

Below are immediate steps and actions you can take:

- **STOP** – Stop the communication with the offender or bully and do not give in to any more demands.

- **TELL** - Talk to a person you trust like parents or a trusted adult (teacher, doctor).

- **DOCUMENT** – Take screenshots and record all the communications. Do not delete these communications as they are important to keep as evidence.

- **BLOCK** – Block the hand phone and online account of the offender. At times you may need to get a new hand phone number and email address.

- **REPORT** – Get parents' or a trusted adult's help to report the abuse to the relevant authorities like the police or Social Welfare Department.

- **PASSWORDS** – Change all your application and online platform passwords immediately and make them stronger.

- **THERAPY** – Get professional help from a counsellor to work through your trauma and help you cope with your feelings.

Appendix 2: Laws Related to Cyber Violence and Child Sexual Crimes

The aim of the laws is to punish and rehabilitate the offenders so that they will not commit the offences again. When the victim makes a police report, it is to help her/him to seek justice for the crime committed. Even though the victim may not get any monetary compensation from the prosecution, it should stop further abuse of the victim and prevent the perpetrator from abusing other children and teenagers.

Penal Code

SECTION	OFFENCE	PUNISHMENT
292	When a person sells, distributes, produces, possesses, etc., any forms of obscene materials (except for good religious purposes).	Imprisonment for a maximum of 3 years or fine or both.
293	When a person sells, distributes, circulates, etc., any forms of obscene materials to any person under the age of 20.	Imprisonment for a maximum of 5 years or fine or both.
294	When a person, to the annoyance of others, does any obscene act in any public place, sings, recites or utters any obscene song or words.	Imprisonment for a maximum of 3 months or fine or both.
354	Molestation (Assault or use of criminal force on a person with intent to outrage her modesty).	Imprisonment for a maximum of 10 years or fine or whipping or any two of such punishment.
355	Assault or use of criminal force with intent to dishonour a person, otherwise than on grave provocation.	Imprisonment for a maximum of 2 years or fine or both.
372	Exploiting any person for purposes of prostitution.	Imprisonment for a maximum of 15 years with whipping and liable to a fine.

375 (a, g) & 376	Rape is sexual intercourse with a woman who is not his wife and without her consent. Statutory rape is sexual intercourse with a girl under 16 years of age with or without her consent.	Imprisonment for a maximum of 20 years and whipping.
375B	Gang rape.	Imprisonment for a minimum of 10 years, maximum of 30 years.
376 (2) (d, e)	Statutory rape without a girl's (below 16 years of age) consent and sexual intercourse with a girl below 12 years of age with or without her consent.	Imprisonment for a minimum of 10 years, maximum of 30 years and whipping.
376 (4)	Causes death of the woman while committing or attempting to commit rape.	Death or imprisonment for a minimum of 15 years, a maximum of 30 years and whipping with a minimum of 10 strokes.
376A & 376B	Incest (Sexual intercourse with someone whom that person is not allowed to marry, whether under the law, religion, custom or usage).	Imprisonment for a minimum of 10 years, maximum of 30 years and whipping.
377A & 377B	Sodomy (Carnal intercourse against the order of nature which is sexual connection with another person by introduction of the penis into the anus or mouth of the other person).	Imprisonment for a maximum of 20 years and whipping.
377C	Committing carnal intercourse against the order of nature without consent, or putting the other person in fear of death or hurt to the other person or any other person.	Imprisonment for a minimum 5 years, maximum of 20 years and whipping.
377CA	Sexual connection by the introduction of any object into the vagina or anus of another person without consent.	Imprisonment for a minimum 5 years, maximum of 30 years and whipping.
377D	Outrages on decency.	Imprisonment for a maximum of 2 years.

377E	Inciting a child under 14 years to an act of gross indecency.	Imprisonment for a minimum of 3 years, maximum of 15 years and whipping.
503, 506 & 507	When a person threatens another with any injury to his person, reputation or property with the intent to cause alarm to that person, even by using an anonymous communication.	Imprisonment for maximum 2 years or fine or both. In addition, imprisonment maximum 2 years for using anonymous communication.
509	Word or gesture intended to insult the modesty of any person.	Imprisonment for a maximum of 5 years or fine or both.

Sexual Offences Against Children Act 2017 (SOAC)

The Act came into force in July 2017 to provide for certain sexual offences against children which are not adequately covered by the Penal Code and Child Act. For example, the use of grooming and social media to prey on children in order to commit sexual assaults against them, have to be addressed. The most prominent case of this kind involved the British paedophile Richard Huckle who posed as a volunteer teacher in Malaysia for 9 years. It was found that he had groomed and sexually assaulted around 191 children including those from Malaysia and had shared thousands of images of sexually abused children on the dark web.

Among the new offences addressed under this Act are those involving child pornography, child grooming, physical and non-physical sexual assaults against children, and, punishment for these offences has been enhanced.

SECTION	OFFENCE	PUNISHMENT
5	Making, producing, directing the making or production of child pornography.	Imprisonment for a maximum of 30 years and minimum of 6 strokes of whipping.
6	Making, preparation to make, produce or direct the making or production of child pornography.	Imprisonment for a maximum of 10 years and liable for whipping.
7	Using a child in making, producing, directing the making or production of child pornography.	Imprisonment for a maximum of 20 years and minimum 5 strokes of whipping.
8	Exchanging, publishing of child pornography.	Imprisonment for a maximum of 15 years and minimum 3 strokes of whipping.

9	Selling child pornography to a child.	Imprisonment for a maximum of 15 years and minimum 5 strokes of whipping.
10	Accessing child pornography.	Liable to imprisonment for a maximum of 5 years or a maximum RM10,000 fine or both.
11	Sexually communicating with a child (except for education, scientific/medical purposes).	Imprisonment for a maximum of 3 years.
12	Child grooming.	Imprisonment for a maximum of 5 years and liable for whipping.
13	Meeting following child grooming.	Imprisonment for a maximum of 10 years and liable for whipping.
14	Physical sexual assault on a child.	Imprisonment for a maximum of 20 years and liable for whipping.
15	Non-physical sexual assault on a child e.g. makes a child exhibits the child's body to be seen by others for sexual purposes.	Imprisonment for a maximum of 10 years or fine maximum RM20,000 or both.
16	If a person in a relationship of trust commits any offence under this Act, the punishment to be more severe. Persons in a relationship of trust include: a) parent/guardian/relative b) babysitter c) teacher/lecturer/warden d) healthcare providers e) coach f) public servant	In addition to punishment for such an offence, she/he will be punished with further imprisonment for a maximum of 5 years and minimum 2 strokes of whipping.
19	Failure to give information – Any person who fails to give information of any child sexual abuse case to the police commits an offence.	Liable to a maximum RM5,000 fine.

Communications and Multimedia Act 1998 (CMA)

SECTION	OFFENCE	PUNISHMENT
211	Prohibition of offensive content.	Imprisonment for a maximum of 1 year or maximum RM50,000 fine or both and also liable to a further fine of RM1,000 for every day or part of a day during which the offence is continued after the conviction.
233	Improper use of network facilities or network service.	Imprisonment for a maximum of 1 year or maximum RM50,000 fine or both and also liable to a further fine of RM1,000 for every day during which the offence is continued after the conviction.

Child Act 2001 and the Child (Amendment) Act 2016

SECTION	OFFENCE	PUNISHMENT
15	Restrictions on media reporting and publication – Any mass media shall not reveal the name, address or educational institution, picture or include any particulars calculated to lead to the identification of any child involved in any criminal court proceedings including investigation stage under this Act.	Liable to an imprisonment for a maximum of 5 years or maximum RM10,000 fine or both.
27, 28, 29	Duty to inform – A medical officer or medical practitioner, or member of the family, or childcare provider who believes that a child is physically or emotionally injured due to being ill-treated, neglected, abandoned or exposed or is sexually abused, shall immediately inform a Social Welfare Officer.	Failure to inform – Liable to imprisonment for a maximum of 2 years or maximum RM5,000 fine or both.

29A	Duty to inform – Any person other than those referred in Sections 27, 28, 29 who believes that a child is physically or emotionally injured due to being ill-treated, neglected, abandoned or exposed or is sexually abused, may inform a Social Welfare Officer.	No penalty.
31(1)	Ill-treatment of children and teenagers – Any person who having the care of a child a) abuses, neglects, abandons or exposes the child or acts negligently in a manner likely to cause him physical or emotional injury; or b) sexually abuses the child or causes or permits him to be so abused.	Liable to a maximum RM50,000 fine or imprisonment for a maximum of 20 years or both. In addition, may be ordered to execute a bond for good behaviour and perform community service.
32	Children and teenagers not to be used for begging or any illegal activities – Any person who causes a child to carry out any such activities will be punished.	Liable to a maximum RM20,000 fine or imprisonment for a maximum of 5 years or both. In addition, may be ordered to execute a bond for good behaviour and perform community service.
33	Any person leaving children and teenagers without reasonable supervision will be punished.	Liable to a maximum RM20,000 fine or imprisonment for a maximum of 5 years or both. In addition, may be ordered to perform community service.
116	Any person who gives any information that a child is in need of protection shall not incur any liability for defamation or otherwise, shall not be held to constitute a breach of professional etiquette or ethics or a departure from accepted standards of professional conduct for giving such information.	No penalty.

Appendix 3: Useful Contacts

Below is a list of useful governmental agencies and non-governmental organisations (NGOs) in Malaysia to support children and teenagers in child protection and counselling. Note that not all can provide on-site support or liaison with governmental agencies; some only offer advice and counselling. Most of the services listed here offer free services. Kindly check with the individual organisations or their websites for the services offered.

STATE AGENCIES

Police (Headquarters)

LOCATION	CONTACT NUMBER
Bukit Aman, Kuala Lumpur	03-2266 2222
Johore	07-225 4422
Kedah	04-774 1222 / 7222
Kelantan	09-745 5622
Kuala Lumpur	03-2146 0522
Labuan	087-412 222
Malacca	06-285 4222
Negeri Sembilan	06-768 2222
Pahang	09-505 2222
Perak	05-245 1222
Perlis	04-908 2222
Penang	04-222 1522
Sabah	088-454 222
Sarawak	082-245 522
Selangor	03-5514 5222
Terengganu	09-635 4700

Government Hospital (Open 24 Hours)

LOCATION	CONTACT NUMBER
Johore	07-225 7000
Kelantan	09-745 2000
Kedah	04-740 6233
Kuala Lumpur	03-2615 5555
Malacca	06-289 2344
Negeri Sembilan	06-768 4000
Pahang	09-557 2222
Penang	04-222 5333
Perak	05-208 5000
Perlis	04-973 8000
Sabah	088-517 555
Labuan	087- 596 888
Sarawak	082-276 666
Selangor	03-3375 7000
Terengganu	09-621 2121

Social Welfare Department (Jabatan Kebajikan Masyarakat - JKM)

LOCATION	CONTACT NUMBER
Johore	07-228 2971 / 2972
Kedah	04-700 1700
Kelantan	09-741 6900
Kuala Lumpur	03-2612 4000
Labuan	087-424 961
Malacca	06-232 4670 / 06 333 3333
Negeri Sembilan	06-765 9555
Pahang	09-565 0222
Perak	05-254 5505
Perlis	04-973 1926
Penang	04-650 5259
Sabah	088-255 133 / 088-255 134
Sarawak	082-449 577
Selangor	03-5545 5598
Terengganu	09-627 4256 / 4545

Childline Malaysia/Talian Kasih
Tel: 15999
Tel: 03-5569 2755
E-mail: childline@mctf.org.my
Aduan Krisis Masyarakat
WhatsApp: 019-261 5999

Malaysian Communications & Multimedia Commission (MCMC)
Hotlines: 1800-188-030
WhatsApp: 016-220 6262
Website: https://www.mcmc.gov.my/faqs/online-content-problems/what-are-the-steps-required-for-me-to-lodge-compla
Online Complaint: https://aduan.skmm.gov.my

CYBER999
Report online crimes against children
Cyber999 Hotline (office hours only): 1-300-88-2999
Cyber999 Emergency (24hrs): 019-266 5850
CYBER999 sms Report: 15888
Twitter: @mycert
E-mail: cyber999@cybersecurity.my
Website: www.mycert.org.my

Cyber Care Youth Organisation
NGO incorporated under the Ministry of Youth and Sports
Tel: 013-365 2027
E-mail: cyo@cybercare.org.my
Website: http://cybercare.org.my/

Malaysian Schools Anti-bullying Support
Anti-bullying Hotline: 1800-88-4774
E-mail: adudisiplin@moe.gov.my

Legal Aid Department (Jabatan Bantuan Guaman)

Act as Legal Companion for child sexual abuse case in court trial

LOCATION	CONTACT NUMBER
Johore	07-223 4960 / 7073
Kedah	04-700 1550
Kelantan	09-748 2548
Kuala Lumpur	03-2694 2700
Malacca	06-234 5277 / 88
Negeri Sembilan	06-763 0457 / 7230
Pahang	09-516 1135 / 2639
Penang	04-210 9100 / 07 / 08
Perak	05-254 4027 / 255 2240
Perlis	04-976 7739
Sabah	088-488 434
Sarawak	082-258 699
Selangor	03-5510 6192 / 6298
Terengganu	09-620 3240 / 41 / 42 / 43

NON-GOVERNMENT ORGANISATIONS (NGOs)

All Women's Action Society (AWAM)
85, Jalan 21/1, Sea Park, 46300 Petaling Jaya, Selangor.
Tel: 03-7877 4221
Telenita Helpline: 016-237 4221 / 016-228 4221
E-mail: awam@awam.org.my
Website: awam.org.my

BUDDY Bear (Human Kind)
Helpline for Children (aged 6 to 18): 1-800-18-2327
Tel: 03-9779 5550
Website: buddybear@humankind.my

CRIB (Child Rights Innovation & Betterment) Foundation
Tel: 012-385 5451 / 012-607 5990
E-mail: crib.foundationmy@gmail.com

Good Shepherd
Support and empowerment
KL HQ: c/o Villamaria Good Shepherd, Lorong Setiabistari 2,
Medan Damansara, 50490 Kuala Lumpur.
Ipoh: 34, Jalan Wayang, Taman Pertama, 30100 Ipoh.
Tel: 05-242 0388
Sabah: c/o Pusat Belia, YouthPREP Alamesra, 1st Floor, Lot 25, Block E, Phase 2,
Lorong Plaza Utama 1, Alamesra, Jalan Sulaiman, 88450 Kota Kinabalu.
Tel: 088-395 632
Website: goodshepherd.my/EN/home

Johor Women's League (JEWEL)
WhatsApp: 016-716 0405
Hotline: 011-6118 8913
E-mail: info.jewelmalaysia@gmail.com
Website: jewelmalaysia.org

Life Line Association Malaysia
No. 1-3, 3rd Floor, Jalan Jelatek 1, Pusat Perniagaan Jelatek,
Setiawangsa, 54200 Kuala Lumpur.
Tel: 03-4266 6195
Counseling Hotline: 03-4265 7995 / 011-31571495 / 016-7201495
E-mail: counselling@lifeline.org.my

Perak Women for Women (PWW)
15, Market Street, 30000 Ipoh, Perak.
Tel: 05-246 9715
E-mail: perakwomenforwomen@gmail.com
Website: pww.org.my

Protect and Save the Children (PS The Children)
F-05-01, Pacific Place, Jalan PJU 1A/4, Ara Damansara, 47301, Selangor.
Tel: 016-227 3065
Hotline: 016-721 3065
E-mail: protect@psthechildren.org.my

Rumah Perlindungan Sosial, Klang
Shelter for unwed pregnant mothers, sexually assaulted women/children, domestic violence
Tel: 03-3372 5175 / 016-345 6950

Sabah Women's Action-Resource Group (SAWO)
Lot 24, 2nd Floor, Block C Damai Point, 88300 Kota Kinabalu, Sabah.
Tel: 088-269 291
Helpline: 088-280 200 / 011-2790 8020
E-mail: sawo.women@yahoo.com
Website: sawo.org.my

Sarawak Women for Women Society (SWWS)
Unit 16, Level 4, La Promenade 2, Hock Seng Lee Tower,
Kuching-Samarahan Expressway, 94300 Kota Samarahan, Sarawak.
Tel: 082-368 853 / 013-804 4285
E-mail: sarswws@gmail.com / info@sarswws.org
Website: sarswws.org

Sisters in Islam (SIS)
No. 4 Lorong 11/8E 46200 Petaling Jaya, Selangor.
Tel: 03-7960 3357 / 5121 / 6733
Fax: 03-7960 8737
E-mail: sis@sistersinislam.org.my
Website: sistersinislam.org

Tenaganita
12, Jalan 6/11, Seksyen 6, 46000 Petaling Jaya, Selangor.
Tel: 03-7770 3671 / 3691
Hotline: 012-335 0512 / 012-339 5350
E-mail: general@tenaganita.net
Website: tenaganita.net

Voice of the Children
Facebook: https://www.facebook.com/voiceofthechildren

Women's Aid Organisation (WAO)
P.O.Box 493, Jalan Sultan 46760 Petaling Jaya, Selangor.
Tel: 03-7957 5636 / 0636 (general enquiries)
Hotline: 03-3000 8858
SMS/WhatsApp TINA: 018-988 8058
E-mail: info@wao.org.my
Website: wao.org.my

Women's Centre for Change (WCC)
Free counselling and victim support
241 Jalan Burma, 10350 Penang.
WCC Penang: 04- 228 0342, 011-3108 4001
WCC Seberang/PPW: 04-398 8340, 016-439 0698
E-mail: wcc@wccpenang.org
Website: wccpenang.org

Yayasan Chow Kit
16, Lorong Tiong Nam 5, 50350 KL.
Tel: 03-2602 0892
E-mail: admin@yck.org.my

OTHERS

Bar Council Child Rights Committee
E-mail: pad@malaysianbar.org.my

The Befrienders
Hotline: 03-7627 2929 (24 hours)
E-mail: sam@befrienders.org.my
Website: befrienders.org.my

The Befrienders (Kuching, Sarawak)
Tel: 082-268 061
E-mail: sam@befrienderskch.org.my
Operating Hours: 6.30pm - 9.30pm (everyday)

Malaysian Mental Health Association
8, Jalan 4/33, Off Jalan Othman, Petaling Jaya.
Tel: 03-2780 6803/ 017-613 3039
Website: mmha.org.my

Mental Health Association of Sarawak
Helpline: 082-231 459 / 016-976 4623
Website: mhasarawak.com/
Operating Hours: Monday to Friday 9am - 4pm

Sneham Malaysia Welfare Association
Toll-free Line: 1-800-22-5757
E-mail: snehammalaysia@gmail.com

Than Hsiang Mitra Welfare Centre – KL (Mitraline)
196, Batu 3 1/4, Jalan Klang Lama, 58000 Kuala Lumpur.
Tel: 03-7971 9876 / 03-7981 5301 / 010-821 7681
Counselling Hotline: 03-7981 5300 / 03-7981 5301 / 011-3601 8303
E-mail: mitrakl@thanhsiang.org

Than Hsiang Mitra Welfare Association Penang (Mitraline)
132, Jalan Sultan Azlan Shah, 11900 Bayan Lepas, Penang.
Tel: 04-6451141
Counselling Hotline: 014-328 6429

Women's Centre for Change

The Women's Centre for Change, Penang (WCC) is a non-profit, tax-exempt organisation dedicated to the elimination of violence against women and children, and the promotion of gender equality and social justice. Established in 1985, we provide services in counselling, court support, and temporary shelter. WCC also conducts outreach programmes in schools and communities to prevent gender based violence, and advocates for legal and policy reforms affecting women and children.

WCC is a member of the Joint Action Group for Gender Equality (JAG) which actively campaigns for policy and legal reforms affecting women and children.

DONATION

WCC is a non-profit, tax-exempt organisation and is totally dependent on donations and sponsorship in support of our work.

Name: Pusat Kesedaran Wanita
CIMB 860 1023057

Donation via e-Wallet
BRN: 267885

DuitNow
QR

Women's Centre for Change

For further information, contact:

Women's Centre for Change
241, Jalan Burma, 10350 Penang, Malaysia.
📞 +604-228 0342   🟢 +6011-3108 4001   ✉ wcc@wccpenang.org

WCC Seberang Perai/Pusat Perkhidmatan Wanita (PPW)
13, Lorong Sutera 6, Taman Sutera, 13700 Seberang Jaya, Penang, Malaysia.
📞 +604-398 8340   🟢 +6016-439 0698   ✉ wccseberang@wccpenang.org

🌐 www.wccpenang.org   🇫 🐦 📷 ♪ WCC Penang