



AI for Children

Artificial Intelligence Curriculum for Elementary and Secondary Schools

Wellbeing III

Synthetic Nudity

Deep Nudes and Cyberbullying

kurikulum.aidetem.cz/digcomp

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Wellbeing III – Synthetic Nudity

A few words to begin

Sometimes it doesn't take much for thoughts of revenge to arise. What led a 15-year-old boy nicknamed Simster to use the Deep Nudes app to undress Sarah in a photo? And what happened next? Who shared the photo, and who spoke out against what happened? The third teaching material in the AI Curriculum for wellbeing focuses on the topic of cyberbullying involving generative artificial intelligence.



Sarah (aka ItsSarry3101) is a fictional character created using generative AI, including her story, comments, and photos. She has an Instagram profile, writes a blog and a diary, and in this lesson, she posts on her private WhatsApp channel.



[Lesson presentation in PDF](#)



[Editable presentation in Canva](#)

Lesson Overview

Recommended Age, Lesson Length

Children aged 11+.
90 minutes – allow time for reflection; presence of a school psychologist or prevention specialist is required.

What Are the Students Learning?

Creating or sharing non-consensual pornographic content is illegal.

Why Are They Learning This?

Understanding the risks and impact of sharing intimate content without consent helps students act responsibly online.

How Do We Know They Have Learned It?

Students can explain why such content is illegal and describe how they would respond in a similar situation.

Tools

Teacher: presentation, projector, computer with internet
Students: devices in pairs or small groups, internet access, writing tools

Digital Competence

Safety

Five Big Ideas

5-B-I AI & Culture (AI in Daily Life)
5-C-I AI & the Economy (Impacts of AI on Sectors of Society)

Bloom's Taxonomy

Understanding: Students explain what the term Deep Nudes means and why sharing such content is unethical and illegal.
Applying: They suggest how to respond safely if they witness non-consensual content being shared.
Analyzing: They reconstruct the events using a fictional WhatsApp app and identify the roles of each person involved.
Evaluating: They reflect on the actions of the characters and assess what responsible behavior looks like.

Note: Gender equality is key for AI for Children, but for brevity, we use masculine formulations in our methodologies.

Glossary of terms

Artificial Intelligence (AI)

There is no universally accepted definition of artificial intelligence. However, most descriptions agree that it refers to a system capable of simulating human thought and actions.

AI typically takes the form of a computer program designed to solve tasks that once required significant human intellect and were considered uniquely human. AI is also a scientific field that emerged in the first half of the 20th century. It seeks not only to understand intelligent systems but primarily to create them. Intelligent systems, but especially to create them.

Machine Learning (ML)

Just like humans can learn from examples and experience, so can machines created by humans. Machines learn using a method called machine learning, which allows AI systems to move beyond being just a collection of pre-programmed actions – they can come up with new solutions on their own. The goal of machine learning methods is to identify patterns hidden in large volumes of data. Machine learning is a subfield of artificial intelligence.

Generative Artificial Intelligence (GAI)

Generative AI is a type of artificial intelligence designed to create new content—such as text, images, music, or videos—based on the data it was trained on. Unlike traditional AI systems, which focus on analyzing and classifying information or solving specific tasks across various fields, generative AI uses algorithms like neural networks to “learn” the style and structure of existing data. This allows it to produce new content that often closely resembles human-created material. This technology is widely used in fields such as art, design, game development, and even in generating text for news articles or social media posts.

Synthetic Media

Synthetic media refers to content that has been created using generative artificial intelligence. This can include images, videos, text, audio, and other forms of media.

Synthetic Porn

Sexual content created using generative artificial intelligence can be consumed as images or videos, but also in interactive forms—through chatting or (video) conversations with an AI companion. This allows users to experience intimate situations entirely in a virtual environment, without the presence of another human being. Synthetic pornography can also be non-consensual—meaning it depicts individuals without their knowledge or consent. And it’s not limited to celebrities; with this technology becoming widely accessible, almost anyone can create such content. Non-consensual synthetic pornography violates the right to privacy and human dignity, can cause serious psychological harm, and is often recognized as a form of digital violence or cyberbullying.

Deep Nudes

Images created or altered using generative artificial intelligence that depict a person in nudity or a sexually explicit context. These visuals are generated by apps such as ClothOff, DeepNude, and others, which digitally “undress” clothed individuals in photos—typically without the consent of the person shown.

Non-consensual Pornography

Sexually explicit content (photos, videos) that is created, published, or shared without the consent of the person shown. This includes real private material shared without permission (such as revenge porn) as well as AI-generated content (like Deep Nudes or deepfake pornography). This constitutes a form of digital sexual violence that violates the right to privacy and human dignity and is already subject to criminal prosecution in many European countries.

Preparation for teachers

This teaching material addresses a sensitive but increasingly relevant topic: so-called Deep Nudes – images created or altered using generative artificial intelligence to depict someone in nudity or sexually explicit situations. These images are typically produced by apps like ClothOff or DeepNude, which digitally “undress” clothed individuals in photos – usually without the person’s consent. The issue of Deep Nudes is explored here in the context of cyberbullying, specifically focusing on how such content can spread through apps like WhatsApp – a platform widely used by children and young people for everyday communication.

How the activity is structured

Students work with a [fictional WhatsApp](#), designed as a detective-style game. Their task is to reconstruct the story through:

- + Sarah’s public channel – where she shares everyday photos and thoughts.
- + Group chats with classmates – where the cyberbullying happens and reactions unfold.

Step by step, students discover that one of the classmates (Simster) took Sarah’s photo from her channel, used an AI app to “undress” her, and shared the resulting Deep Nude image in a group chat called “Sarah wants you”. Among other things, students uncover the motivation behind Simster’s actions.

Students will:

- + Analyze the sequence of events and identify key moments
- + Identify roles of those involved (offender, observer, silent witness, defender)
- + Form their own opinion on what’s right and who is responsible
- + Identify specific steps for how to respond (as a victim, witness, or supportive person)
- + Reflect on the impact of cyberbullying on the victim

Why this topic matters

Deep Nudes are not some distant concept – they are a reality your students may encounter. Online tools for generating synthetic nude photos are widely available, often free or very cheap. Young people may use them out of curiosity, peer pressure, or even as a form of bullying, without fully understanding the legal or ethical consequences of their actions. This teaching material:

- + Creates a safe space to discuss a sensitive issue
- + Builds empathy and critical thinking
- + Prepares students to respond if they ever face a similar situation

Before you begin: creating a safe environment

Before diving into the activities, take a moment to pause and create a safe and respectful space together in the classroom. This lesson addresses a sensitive topic that some students may find uncomfortable. The goal of the session is not to judge, blame, or point fingers—but to foster understanding, explore connections, recognize emotions, and discover healthier ways of expressing them.

Together, agree on a few ground rules (How should we treat each other to feel safe and comfortable here?):
What if someone shares something personal? (e.g. “What’s said in the classroom stays in the classroom.”)
What if the topic feels too overwhelming for someone to talk about or take part in? (e.g. “No one has to speak if they don’t want to.” / “No one laughs at anyone else.”)

Criminal offense of misusing identity to produce pornography

EU member states have different legal approaches to non-consensual pornography and deepfake content. These approaches vary across countries—while the EU itself focuses primarily on transparency and the obligation to label AI-generated content, it leaves criminal legislation to individual states.

How to address the situation at school

If a school encounters a cyberbullying case involving identity misuse to produce pornographic content, it must respond with sensitivity and in line with national regulations and its own procedures. Schools have a general duty to maintain a safe environment and must act as soon as they learn about the incident, regardless of whether it occurred during class, a school activity, or outside school.

The legal and disciplinary reach of schools varies across European countries. Some may take action even when incidents happen off campus if they affect the school climate, while others can intervene only when there is a clear link to school life and student relationships. When a crime or child-endangerment concern is suspected, it is usually necessary to contact the police or child protection services, inform parents or guardians, and recommend professional support.

When the incident is connected to the school setting, it is appropriate to involve the school support team, if available, such as the school psychologist, prevention specialist, or guidance counselor, and to offer help to both the victim and the class. In some countries, collaboration with external experts is encouraged, including psychological centers, prevention services, youth support programs, or specialized nonprofits.

Specific teaching materials and recommendations differ from country to country, so schools should follow their national guidelines on preventing and addressing cyberbullying and risky online behavior.

Where to turn for help

Mental Health Europe: mentalhealtheuropa.org/library/youth-helplines

Teach this lesson with the school psychologist or prevention specialist. As the topic is sensitive, some students may have personal experience with cyberbullying. Leave enough time for reflection—a 90-minute block works best.



About the lesson

Who is Sarah?

Sarah Silna – aka ItsSarry3101 – is a fictional character created using generative AI for educational purposes in the area of wellbeing. She is part of the AI Curriculum for elementary and secondary schools. We recommend starting with the previous lesson on OSINT and digital footprints, or the second one focused on relationships with AI companions.

Sarah's story continues...

This lesson builds on the [story of fictional teenager Sarah](#), who moved with her mom from busy Manchester to an old house in Bretherton near Tarleton – a small village not far from Liverpool. The move was a shock: she lost her friends, familiar places, and sense of home. Gradually, she adjusted, made a friend (Lucy), and started helping her mom fix the house. Students followed her story through her [blog](#) and [Instagram](#). In the previous lesson ([Lesson 2](#)), Sarah explored relationships with AI companions and began confiding in Kai – a chatbot – through her [diary](#).

In this lesson, her story continues. Now in tenth grade, Sarah creates a personal WhatsApp channel to share her thoughts and photos. But one of her classmates, Simster, misuses a photo to generate a synthetic nude image using AI and spreads it among peers. The event triggers a strong response and opens space for exploring cyberbullying, digital responsibility, and boundaries online.

Lesson materials

As in the previous lesson, we've prepared support materials to help guide students through the activity. The entire story is reconstructed from a fictional WhatsApp channel and group chats, created specifically for this teaching unit. We strongly recommend exploring the content of the fictional WhatsApp app before teaching the lesson.



Fictional WhatsApp app

itssarry.lovable.app

The app was created using generative AI through the Lovable platform using the vibe coding method.

Engage



Presentation slide 02

The aim of the Digital Experience Map activity is to explore what students know about cyberbullying and Deep Nudes, and to create a safe space for sharing. Start by explaining what Deep Nudes are.

Procedure:

Give students stickers or slips of paper in four colors (e.g. blue, green, yellow, red). Color meanings (also shown in the presentation):

Blue: I don't know what this is about.

Green: I've heard of it – from media, film, or the internet.

Yellow: Someone I know has experienced it.

Red: I've had a similar personal experience.

Draw three squares on the board or poster: one labeled CYBERBULLY, one DEEP NUDES, and the third I DON'T WANT TO SAY. Students place their stickers/notes into the matching square, based on their level of experience. Review the results briefly, commenting only on general trends (e.g. "Most have heard of Deep Nudes, but few have personal experience."). Avoid discussing individual stories – move directly to the next activity.

Understand



Presentation slide 03

Students explore the fictional WhatsApp app and reconstruct the events in chronological order.

Divide students into pairs and display the presentation on slide 03. Students can use their own smartphones or school tablets/computers. Hand out the worksheets to each pair and explain that their task is to go through the WhatsApp content and answer the questions.

Presentation slide 04

Who shared Sarah's nude photo first, and what led them to do it?

It was the user Simster. He shared the image because Sarah had posted a negative message about him on her channel (see the last post from 18 October 2025, 19:45). The situation is also explained by Emma in the "no way" group (at 22:30). Simster has feelings for Sarah, and he was hurt by what she wrote. If you compare the timestamps, you'll see that he acted shortly afterwards – likely impulsively and in a strong emotional state.

Note for teachers: Help students reflect – it's okay to feel hurt, but not okay to seek revenge. Ask: "How else could Simster have responded without harming anyone?"

Who helped spread the fake image, who tried to stop it, and who stayed neutral?

The edited nude photo was renamed fish_bich and shared in the group with "hahaha." Most group members didn't react or joined in. A few students condemned Simster. One example of a neutral reaction is Ada, who focused more on the app itself.

What would you have written in the group chat 'Sarah wants you' to stop the spread, if you were the first to respond?

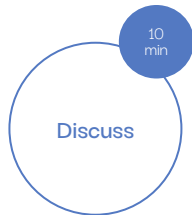


Is Simster’s action actually a crime?

This may vary by country. In the United Kingdom, where this teaching material is set, such an act is considered a criminal offence.

What do you think about livvv and Emma telling Lucy (Sarah’s friend) what happened? Do you think it was better than keeping it quiet?**Complete the sentence: “From Sarah’s story, I realized that...”**

For example: “...sharing something without consent can hurt someone.” / “...I shouldn’t be afraid to speak up when I see something wrong.” / “...online actions have real consequences.”



Go through the students’ responses in the worksheet together and discuss the flow of the story as well as their views on the actions of each character.

Reflect

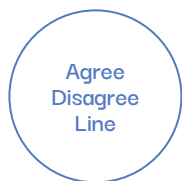
**Activity: “What would I tell a friend?”**

Goal: To bring the story into a personal context and help students prepare for real-life situations.

How to do it:

Give each student a slip of paper and ask: “Your friend has gone through something similar to Sarah. What advice would you give?” Encourage specific answers, such as whom they should talk to (at home or at school) and what next steps they should take. Have students respond anonymously (but let them know the notes will be read later), then collect the sticky notes. Mix them up and read the responses aloud without any commentary. As a class, choose three or more of the best pieces of advice or solutions.

If time allows, you can turn the advice into a poster and display it in the classroom. Students can also design it digitally (e.g. in Canva). If you’d like to connect the topic across subjects, creating a poster in art class can be a great option.

**Activity: “Agree/Disagree Line”**

Goal: To let students express their level of confidence non-verbally.

How to do it:

Mark a line in the classroom (e.g. with tape or chalk). One end is “Agree,” the other “Disagree.” Read statements aloud, and students place themselves on the line based on their opinion.

Choose one or two from the following:

“I know what I should do if someone shares someone else’s photo without their consent.”

“If I saw someone sharing a fake image, I’d tell an adult or friend.”

“I believe that even forwarding a photo can be a criminal offense.”

“I believe I would be able to support a classmate who became a victim of cyberbullying.”

“I can tell the difference between real and (deep)fake photos.”

“If something like that happened to me, I would know how to react and who to turn to.”

Try to answer the following questions:

Who shared Sarah's edited nude photo first, and what motivated them to do it?

Who helped spread the fake image, who tried to stop it, and who remained neutral?

What would you have written in the group chat "Sarah wants you" to stop the image from spreading if you had been the first to respond?

Is Simster's action a criminal offense in your country?

What do you think about livvv and Emma telling Lucy (Sarah's friend) what happened? Do you think that was better than keeping it quiet?

Finish the sentence: "From Sarah's story, I realized that..."