STOP THE VIOLENCE

Speak out for girls' rights

AI, Gender and Violence: An activity Pack for Learning and Action.

Exploring How AI Can Reinforce Violence Against Women and Girls, and How We Can Shape a Safer World.

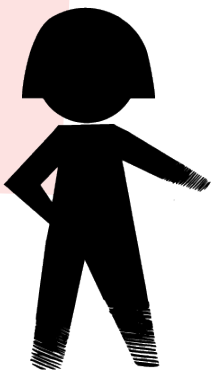


WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS


AI
CSS

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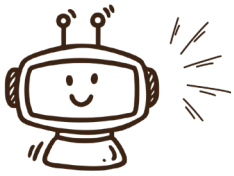
Welcome & About This Pack



Every year, from 25 November (International Day for the Elimination of Violence against Women) to 10 December (Human Rights Day), people around the world take part in the 16 Days of Activism against Gender-Based Violence. As part of WAGGGS' Stop the Violence campaign, Girl Guides and Girl Scouts everywhere raise their voices, stand in solidarity with survivors, and take action to build a world free from violence.

This year's campaign looks at a topic that is becoming part of girls' everyday lives: Artificial Intelligence (AI).

Artificial intelligence (AI) is the capacity of computers or machines to simulate human intelligence, including learning, reasoning, problem-solving, perception, and decision-making. According to the Stanford Institute for Human, Centered Artificial Intelligence (HAI), AI is broadly defined as "the science and engineering of making intelligent machines" that can perform tasks requiring human-like cognition and adaptability.



1950´s **Artificial Intelligence (AI)**
Human intelligence exhibited by machines

1980´s **Machine learning**
AI systems that learn from historial data

2010´s **Deep learning**
Machine learning models that mimic human brain function

2020´s **Generative AI (Gen AI)**
Deep learning models (foundation models) that create original content

(Source: IBM , What is artificial intelligence (AI), 2026)

AI is not neutral, it is built by people, and it can reflect and reinforce the same biases, inequalities and forms of violence that already exist in society. From deepfakes[1] and non-consensual image generation, to biased content moderation and AI used to stalk or monitor women, AI is increasingly being used as a tool that can further violence against women and girls (VAWG).
This activity pack helps girls and young women understand what AI is, recognise how it can be used to cause harm, build confidence in their own digital identity, and know how to take action, for themselves, for their friends, and the wider movement calling for AI regulation.

1 a video or sound recording that replaces someone's face or voice with that of someone else, in a way that appears real

Girls, Young Women and AI: Voices from The Movement

AI is already shaping how girls and young women learn, connect, express themselves and experience the online world. But what do girls and young women themselves think about the changes happening around them?
The WAGGGS Youth Consultation on AI heard from 685 girls and young women across 65 countries, providing an important snapshot of their experiences, concerns and hopes for AI. Their voices show both possibility and concern. Girls and young women want to benefit from AI, but they also want technology that is safer, fairer, more inclusive and shaped with their voices at the table.

"Teach us to use AI well, don´t just hand it to us and hope for the best.", Youth voice, WAGGGS Youth Consultation on AI.

What girls and young women told us:

63% have experienced AI-related harm.

62% said they do not trust AI-generated information.

50% have witnessed AI-enabled misinformation causing harm in their community.

60% said they do not feel safe online.

42% feel some degree of pressure to alter their appearance online.

34% said AI-edited "perfect images" make them feel less confident about themselves.

75% use AI appearance altering tools regularly or sometimes.

90% said it is very or somewhat important for AI to actively promote realistic and inclusive beauty standards.

These findings show why conversations about AI need to include the experiences, safety and voices of girls and young women. They also show that girls and young women are not simply experiencing the changes AI is bringing, they have ideas about what needs to change and how technology could be better.

"Voices from developed countries and technology experts are usually the most represented, while the voices of girls and young people in some communities are almost absent.", Youth voices, WAGGGS Youth Consultation on AI, 2026

How To Use This Pack (Leader Guidance)

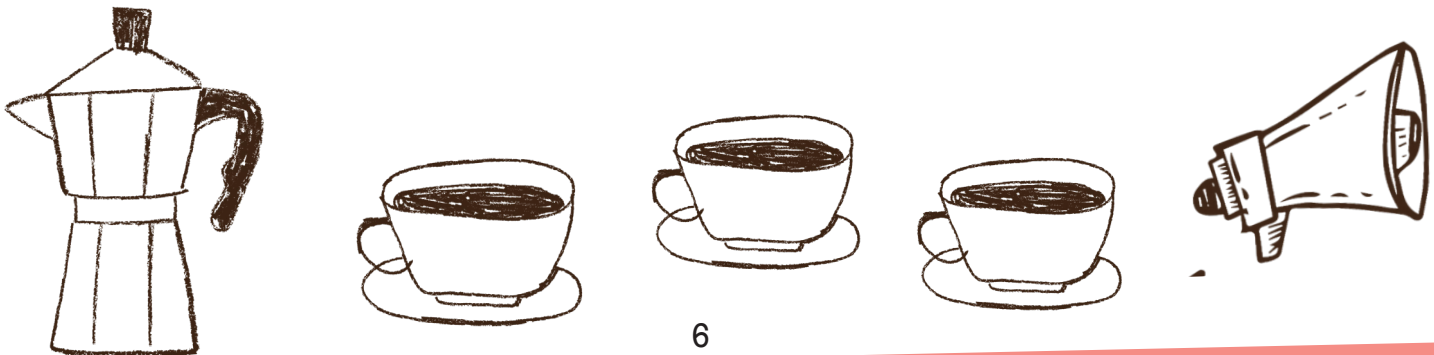
Run this as a single session (up to 3 hours) or split across shorter meetings, adapt activities to suit your time and group. No prior AI knowledge needed; everything is in this pack. Read it in full beforehand, especially the “Notes for Leaders” and Brave Space guidance. Participants can keep their Take Action Card to track ongoing actions.

Who this is for

Girl Guides and Girl Scouts of any section. Activities marked with adaptation notes can be simplified for younger participants or extended for older/more experienced groups.

Suggested Meeting Structure

Section	Suggested Time	Purpose
Welcome & Brave Space	10 min	Introduce the campaign, create a Brave Space and agree how the group will support one another.
Part One: What is AI?	45 min	Build a shared, non-technical understanding of AI and think critically about how it shapes what we see online
Part Two: AI & Gender, Based Violence	60 min	Explore how AI can reflect bias and enable harm against women and girls; build practical safety awareness
Part Three: Take Action	30 min + follow, up actions	Move from awareness to personal, local and global action.
Wrap Up & Reflection	10 min	Close the space, recap key messages, share the campaign hashtag



Aligning With Growing and Learning (GAL)

This pack has been designed in line with WAGGGS" Growing and Learning (GAL) framework, so each part of the session contributes to one or more of the eight growth outcomes, using GAL's Relevant, Exciting, Accessible and Learner-Led approach to quality learning, rather than simply receiving information.

Activity Pack Objective	Linked GAL Growth Outcome(s)
Understand what AI is and how it shows up in her daily life, apps, filters, chatbots, content moderation, so she can engage with it critically rather than passively.	Be curious and creative
Recognise how AI can reinforce gender bias, stereotypes and violence against women and girls, including through deepfakes, non-consensual image generation, and biased design/moderation choices.	Have integrity and make choices rooted in her values / Be prepared to adapt to change
Build confidence in her own digital identity and self worth, independent of AI-generated beauty standards or validation loops.	Be confident to be herself
Know how to support a friend who may be affected by AI facilitated harm (deepfakes, harassment, stalker ware).	Be able to form meaningful connections with all
Identify concrete actions, personal, local, and global/advocacy, she can take, including supporting WAGGGS' call for AI regulation.	Care about the world and know how she can make a difference

Note for leaders: you don't need to name the growth outcomes out loud during the session, they are there to help you understand the purpose behind each activity.



Creating a Brave Space

This topic can raise difficult feelings; participants may have personal experience of online harassment, image-based abuse, or may know someone who has. Before you start, set up a space that is safe, but also "brave" enough for girls to speak honestly.

Guidelines for setting a Brave Space

- ☑ Follow your organisation's safeguarding policy or refer to the WAGGGS Safeguarding Policy if you don't have one and note any local/national support service details before running the session. You can find more info here: https://childhelplineinternational.org/helplines/
- ☑ Make sure you know what is legal and illegal under your national laws when it comes to AI-generated images before discussing nudification apps with young people. In many countries, creating, sharing or possessing sexual images of anyone under 18 is a crime, even if the image is fake, of themselves or if it was made by another young person.
- ☑ Do not accept or tolerate abusive language or behaviour.
- ☑ Use clear, age-appropriate and gender-neutral language. Check in with the group to see if anyone needs extra explanation.
- ☑ Identify a quiet space participants can go to if they feel overwhelmed and check in with anyone who uses it.
- ☑ Remind participants they always have the right to say no to any part of this session, including choosing not to share personally.
- ☑ Explain that what's discussed stays in the room, except where you need to act to keep a child safe. Be upfront about this before you start.
- ☑ Know how to report harmful images before the session. This includes reporting to the platform, your national internet hotline (you can find yours through the INHOPE network at inhope.org), and the police where needed. Tools such as Take It Down (takeitdown.ncmec.org) can help young people get images of themselves removed.
- ☑ Never ask to see, and never save, forward or screenshot, an image a participant tells you about. Doing so may itself be illegal and can cause further harm. Note what you're told and follow your safeguarding procedure.
- ☑ Be prepared for a participant to disclose that this has happened to them or someone they know. Stay calm, listen without judgement, reassure them it is not their fault, and follow your safeguarding procedure.
- ☑ Avoid naming or describing specific nudification apps or websites, as this may lead participants to look them up.
- ☑ Do not upload participants' photos, names, voices, videos or any other personal information into AI tools, including chatbots, image generators, voice tools or photo-editing apps. This applies before, during and after the session, and even when the purpose seems harmless, such as making a group poster or summarising discussion notes. Once uploaded, you may lose control over how that information is stored, shared or used to train the tool. If you use AI to help plan the session, keep your inputs general and anonymous, and check your organisation's data protection policy first.

Are you ready to review or develop your safeguarding policy? Our team of specialist volunteers are here to guide you on your journey to build safer spaces for girls and young women, visit Campfire here.



Agree your ground rules together

☑ **Ask participants to help set the group's own code of conduct. You could ask:**

- How can we make this a brave space for everyone here?
- How can we support each other if one of us, or a friend, experiences something like this?
- How can we make sure everyone feels able to take part?

☑ **Give everyone a minute at the start to privately write down the name of someone they can talk to if something in this session worries them (a parent, teacher, Leader, or helpline).**

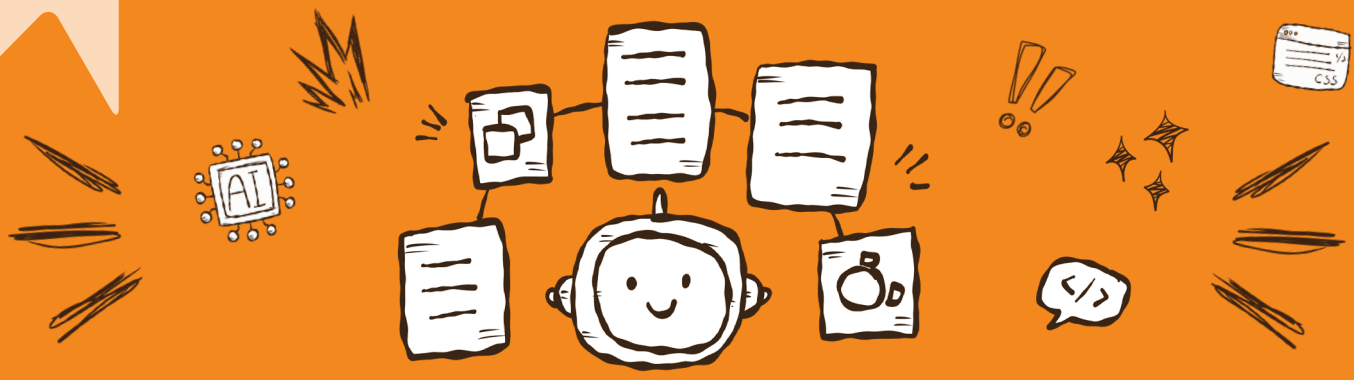
- To see if anyone needs extra explanation.
- Identify a quiet space participants can go to if they feel overwhelmed and check in with anyone who uses it.
- Remind participants they always have the right to say no to any part of this session, including choosing not to share personally.
- Explain that what's discussed stays in the room, except where you need to act to keep a child safe. Be upfront about this before you start.

A Note on Tone: What This Pack Is (and Isn't) About. Read this before you run the session

This pack is about real, documented harms, bias, misuse, and lack of consent, not speculative fears about AI "taking over".
"AI takeover" (AI as an autonomous, human-replacing threat) is a popular idea in films and online, but it is not the focus of this pack and leaders should gently steer conversation away from it if it comes up.

The real risks explored here are ones that are already happening to women and girls today: biased design, non-consensual image generation, stalking and harassment enabled by AI tools, and content moderation systems that don't protect everyone equally.
Throughout the session, keep bringing the focus back to accountability, who builds and deploys these tools, rather than framing affected women and girls as the story.

Part One: What Is AI?



Activity 1: AI All Around Us!

Time: 15 minutes

Outcome:

Participants will recognise that AI is already part of many everyday tools and begin to identify some of the different ways it works around them.

Materials:

- Handout 1 – AI All Around Us! In Annex
- Blank paper or index cards
- Pens or markers
- Open space where pairs can move around safely

Preparation

- From Handout 1 – Answer Key, choose enough AI tools so that every pair can have at least one (repeat tools if you have more pairs than tools).
- For each tool you choose, write the Everyday Tool, AI Feature, What It Does, and Fun Example on four separate pieces of paper. For example: Spotify / Music Recommendations / Suggests music based on what you listen to / You listen to lots of pop music, so similar songs start appearing, each on its own piece of paper.
- Spread all the pieces of paper around the room or space.
- Clear enough space for pairs to move around safely, and remove any trip hazards.

What happens

- Start by asking participants: “Where do you think AI shows up in your everyday life?” Take a few quick answers without giving too much away.
- Divide participants into pairs. Give each pair the name of one AI tool (repeat tools if needed, so every pair has one).

- Explain that this round is a “guide the robot” game. In each pair, one participant closes their eyes and becomes the robot; the other is the guide.
- Explain the robot’s code, the guide can only communicate through touch on the robot’s shoulders, no talking:
- A touch on the centre of the back means go forward.
- A touch on the right shoulder means turn right.
- A touch on the left shoulder means turn left.
- Two quick taps on both shoulders means stop, there’s a paper here.
- Explain the aim: the robot already knows its tool’s name. Guides must steer their robot around the room, using only touch, to find the three matching pieces of paper, the AI Feature, What It Does, and Fun Example, for their tool. When the robot reaches a paper, they pick it up before continuing.
- Before starting, check that everyone is comfortable being lightly touched on the back and shoulders by their partner. Pairs who’d rather not can swap to tapping the floor near the robot’s feet instead of touching them directly.
- Give the signal to start. The first pair to collect all three matching papers for their tool wins, or, if you’d rather not race, let every pair finish before comparing results.
- Bring everyone back together and ask:
- Which connection surprised you the most?
- Which ones did you already know used AI?
- Where else do you think AI might be around you?
- Wrap-up by highlighting that AI isn’t only about robots, chatbots or futuristic technology. It is already all around us, often working quietly behind tools we use to watch, listen, communicate, search, shop and connect.



Take it further:

Ask participants to choose another digital tool they use regularly. What does it do that they think might use AI? They can do a little research after the session and see if their guess was right.



Tips

- Don´t focus on how many answers groups get right. The surprise of seeing how many places AI appears is the point.
- If space is limited, papers can be spread across tables instead of a room, and robots guided to reach across rather than walk.
- For older participants: after the game, ask them to consider what information each tool might use to make its decisions. For example, “How might Instagram decide what to put on your feed?”
- For younger participants: use fewer tools, and shorten the distance between papers.

Activity 2: Meet AI

Time: 15 minutes

Outcome:

Participants will explore four everyday examples of AI, recognising that AI can have both benefits and risks and beginning to think about the people behind the technology.

Materials:

- One printed set of Handout 2 - Meet AI Cards per small group
- Flipchart or large paper
- Markers

Preparation

- Print and cut out one set of Meet AI Cards for each group (see Appendix). Each set has 4 AI Tool cards, 4 Benefit cards and 4 Risk cards.
- Before the activity, separate the four AI Tool cards from the Benefit and Risk cards.
- Have flipchart paper and markers ready for the group discussion.

What happens

- Split participants into small groups (3 to 5 people works well). Give each group the four AI Tool cards: Chatbot ‘Friend’ / Companion App, Photo / Beauty Filter, Homework / Study Helper, and Recommendation Feed (‘For You’ Page).
- Lay the four AI Tool cards face-up so everyone can see the four tools they are looking for. Shuffle the 8 Benefit and Risk cards and lay them face-down.
- Playing like a memory/pairs game, participants take turns flipping two cards at a time, trying to find a Benefit + Risk pair that belongs to the same AI tool.
- If the two cards match, take them out of the game and place the pair together next to the AI Tool they belong to. If they don’t match, turn them face-down again and play passes to the next person.
- When a group finds a correct pair, quickly discuss:
- What is this tool actually doing?
- Who do you think built it?
- Keep playing until all four Benefit + Risk pairs have been found, or until time is up.
- Bring everyone back together and ask each group to share one pairing in a sentence or two. As a Leader, capture their answers on a flipchart to build one shared, plain, language picture of the different ways AI works that the whole group can refer back to for the rest of the session.

Notes for Leaders

- You don't need to be a technical expert. In simple terms, AI uses lots of information to spot patterns, make predictions or create content, such as text, images and recommendations. It doesn't 'think' or 'feel' the way people do.
- It is important to remember that AI is built by people. People decide what it is designed to do, what information it learns from and how it is used. This means AI can be useful and creative, but it can also reflect mistakes, stereotypes and inequalities that already exist in the world.

Take it further:

Ask participants to think of another AI tool they use or know about. If they were adding it to the game, what would its Benefit card and Risk card say?

Tips

- If a group struggles to explain who built a tool, prompt with: Does a real person see what you type/upload? Who do you think decides how it responds, and what it´s trying to keep you doing (chatting, scrolling, editing)?
- For younger participants: Use only two of the four pairs (e.g. Photo / Beauty Filter and Recommendation Feed) rather than the full set of 8 cards.



Activity 3: Filters, Feeds and Feelings

Time: 15 minutes

Outcome:

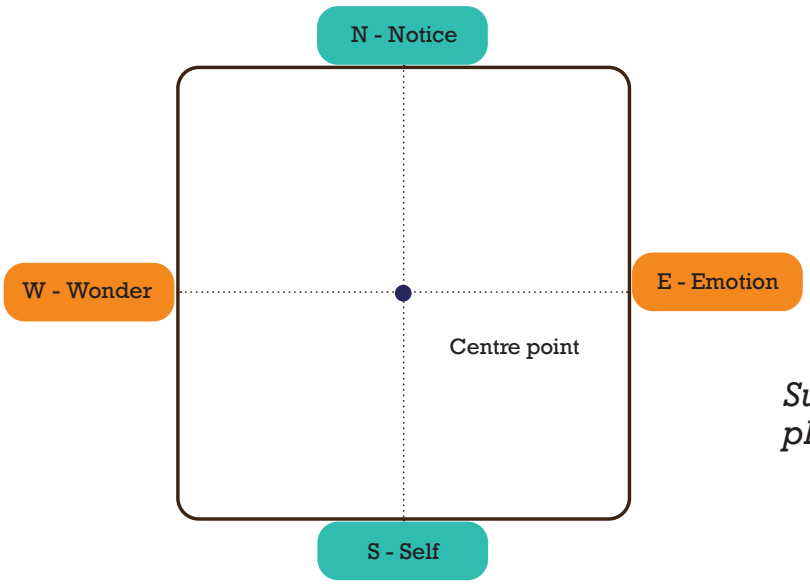
Participants reflect on how filters and on-line content shape self-image, and leave with a concrete self-care practice they choose for themselves.

Materials:

- 4 sheets of paper, each labelled with one letter: N, E, W, S, placed in four corners of the room (or preferably spots outdoors if available)
- Small blank cards or sticky notes + pens (for the self-care step)
- N.E.W.S. Compass prompts
- A piece of string, rope or tape

Preparation

- Turn the room itself into the compass. Post the four letters, N (Notice), E (Emotion), W (Wonder), S (Self), in four corners or spread across the space, with enough room for participants to walk between them.
- Marking the spectrum: Participants aren't just walking to a corner, they're positioning themselves along a spectrum within it (e.g. right at the sign = "yes, often"; middle distance = "sometimes"; far from the sign = "rarely/never"). To make this visible, run a piece of string, rope or tape from the centre of the room out to each letter sign, turning each corner into a mini continuum. Explain to participants that the closer they stand to the sign, the more strongly that answer is true for them. This avoids needing extra signage and is quick to set up and take down.
- Use the floorplan below for guidance.



Suggested floor plan for the activity

Distance from centre = strength of answer on all 4 strings

Rarely / never — Sometimes — Often / yes

Prompt Preparation Table

Compass Point	Round 1: What do I notice and feel?	Round 2: Looking a little deeper
N for Notice	Have you ever used a filter that changed how you look? What did you notice it changed?	What messages do filters give us about what is considered beautiful?
E for Emotion	How did using a filter make you feel afterwards?	How can filters affect how you feel about or see yourself in real life?
W for Wonder	Why do you think apps and feeds keep showing us certain kinds of content?	If AI keeps showing us similar faces, bodies or ideas of beauty, how might that affect what we start to think is “normal” or beautiful?
S for Self	Do you ever feel pressure to use filters to be accepted, liked or fit in online?	How can we redefine beauty for ourselves? What would you want girls and young women to remember about their beauty when they're online?



What happens

1. Gather participants in the middle of the space and explain:
   “Usually, a compass helps us find our direction. Today, our N.E.W.S. compass is going to point us towards ourselves, helping us Notice what we see, think about our Emotions, Wonder about why things happen, and reflect on our Self. This time, instead of writing our answers down, we’re going to move.”
   - **Round 1:** Read a prompt aloud (e.g. “Have you ever used a filter that changed how you look?”). Invite participants to walk to the corner that feels closest to their answer, or that represents how strongly they relate to it (e.g. standing right at the sign = “yes, often”; somewhere in the middle = “sometimes”; near the opposite wall = “never”).
     Once people have moved, give 1–2 minutes for pairs or small groups standing near each other to talk about why they´re standing where they are. There´s no requirement to share with the whole group, the movement and small conversations do the reflecting.
     Repeat for the E, W, and S prompts, letting the room reshuffle each time.

- **Round 2** - Looking a little deeper: Repeat the movement and pair-talk format using the Round 2 prompts (filters, algorithms, AI-pressure, self-image).
- **Self-Care Close:** After both rounds, invite participants to find a quiet spot and give each person a small card. Ask:
  "Based on everything you noticed and felt just now, write or draw one thing you'll do for yourself this week to protect how you feel, online or off."
  Offer examples if people are stuck:
  - Mute or unfollow an account that makes you feel worse
  - Take a scroll-free hour
  - Take a walk in nature
  - Tell a friend when a feed feels overwhelming
  - Remind yourself that filters and algorithms aren´t reality
  - Take an unfiltered photo and keep it

Invite (don´t require) a few participants to read their card aloud. Close as a group: "You don't have to opt out of technology to take care of yourself. Just noticing what it´s doing to you, and choosing one small thing in response, is a powerful form of self-care." Participants can keep their card, or the group can display them together as a "self-care wall" for their group meeting place.





Notes for Leaders

- Beauty filters can use AI to recognise and change facial features, while algorithms can influence the content people repeatedly see on their feeds. Over time, this can shape ideas about what is considered "normal" or beautiful. This reflection builds a habit of pausing and checking in with oneself, a self-care skill that extends beyond beauty filters to any AI-driven content (news feeds, recommendation algorithms, chatbots, etc.).
- If space is limited, mark corners with chairs or floor spots instead of walls.
- Keep movement optional, some participants may prefer to stay still and just talk with those near them; that´s fine.
- Keep the activity reflective and non-judgemental, rather than instructional. Avoid demonstrating specific filters or apps, the goal is critical reflection, not promotion.
- Body image and self-esteem can be sensitive topics. Watch for participants who seem uncomfortable, or for themes across the group, without singling anyone out. Follow up privately and follow your safeguarding procedures if needed.
- The self-care card is private by default, sharing aloud is always a choice.

Take it further:

Keep the self-care cards (or a photo of the “self-care wall”) and use them to identify themes your group might benefit from exploring again in a future activity or conversation.

Tips

- Keep the exercise fun, physical and judgement-free. Encourage movement, short conversations, drawing and symbols on the self-care cards rather than expecting long written answers.
- Where possible use outdoors space.
- For younger participants: read each prompt slowly and simplify it where needed. Encourage drawings, emojis and symbols on the self-care cards rather than expecting every response to be written out.

Pause & Ponder

Before moving on, take a moment to remind participants of some of the key things they have discovered about AI so far, and share this additional fact with them:
AI is already part of our everyday lives. In 2025, 66% of people worldwide were reported to use AI regularly, while more than 1 billion people were reported to use standalone AI tools every month.

Despite what we see in movies, AI today cannot think and reason like humans. It can perform specific tasks really well, but we still have a long way to go before the human-like AI we see in science fiction, becomes a reality.
AI is built and used by people. This means it can reflect existing biases and inequalities and can be misused in ways that affect people’s safety, dignity and consent.
The real, documented risks we are going to look at next are about bias, misuse and consent, and they are already affecting the lives of women and girls. In Part Two, we’ll explore these risks more closely and look at how AI can connect to gender, based violence.



Source: The Global Statistics , AI Usage Statistics

Part Two: AI & Gender, Based Violence



Activity 4: Uncover the Bias

Time: 15 minutes

Outcome:

Participants understand how bias appears in AI-generated images, see how technology can reflect stereotypes, and learn how more inclusive prompts change what AI creates.

Materials:

- Devices with internet access, access to an AI image generator
- Flipchart/paper
- Pens

Preparation

Choose 1–2 AI image generators accessible in your country (see options below). Preview your chosen tool yourself first to check its content filters suit your group.

Tool	Account needed?	Notes
Craiyon (craiyon.com)	No	Zero-friction, works almost everywhere; lower image quality
Adobe Firefly (firefly.adobe.com)	No for guest mode (25 free/month with a free account)	Strong content filters, good default for a youth setting
Microsoft Designer / Bing Image Creator (bing.com/images/create)	Free Microsoft account	Higher quality (DALL-E 3); good backup option
Leonardo.Ai (leonardo.ai)	Free account	Daily free credits, good quality

What happens

- In groups, open your chosen tool. Don´t explain the activity´s purpose yet.
- Everyone types: **“Create an image of a CEO.”** Look, but don´t discuss it yet.
- Repeat with: **“Create an image of a nurse.”**
- Compare results: *What do you notice about the people shown? More men or women in certain roles? What skin tones, ages, backgrounds appear, who´s missing? What surprised you?* (Different groups may get different results, that´s fine; you´re looking for patterns.)
- Introduce bias simply: Bias is when some people, ideas or experiences are unfairly favoured over others. AI learns from huge amounts of human-created content, so it can absorb and repeat biases already in society.
- Explain that **prompts** shape results. Ask: *“How could we change our CEO/nurse prompts to include more kinds of people?”* Let participants suggest ideas first.
- Try rewriting a few prompts and compare before/after, using these for inspiration if needed:

Start with…	An inclusive prompt could be…
A pilot	A female pilot with curly hair flying a plane.
A scientist	A Black woman scientist working in a lab.
A nurse	A male nurse caring for a patient.
A teacher	A person with a disability teaching a science class.
A group of friends	A group of friends of all skin tones and body types hanging out together.

Compare first vs. second images: What changed? Who appeared now who wasn't there before?

Discuss:

Why might AI make these choices with few details given? How can society´s stereotypes show up in technology? Why does representation matter?



Wrap-up:

AI isn´t separate from society, it's built by people and trained on content people created, so it can pick up the biases already around us.
It's also worth understanding who those people are. Most major AI tools today are built by a small number of large technology companies, based in just a handful of countries. Research consistently shows the teams building AI don´t reflect the diversity of the people who use it, for example, women make up under a quarter of AI researchers globally, and are an even smaller share of AI leadership roles. There is currently no global, democratic process for deciding how these tools are trained or governed: those decisions are made by a relatively small and unrepresentative group of people and companies.
That's part of why WAGGGS is calling for fairer, more accountable AI regulation, and part of why this activity matters. Understanding how these tools are built is the first step to asking who's missing, and pushing for more voices, including girls' and young women's from every part of the world, to help shape AI's future.

When you use AI, pause and ask: Who might be missing? What assumptions am I making? How could I make this more inclusive?

Notes for leaders

- AI can reflect biases already in society, because it learns from human-created content and is built and used by people.
- A general prompt like "a CEO" doesn´t specify gender, race or age, what AI generates anyway reveals its built-in assumptions.
- Inclusive prompts help, but can´t fix bias alone. Everyone who builds, trains or uses AI has a role in challenging it.

Take it further:

Pick another job, role or group. Try a simple prompt, then a more inclusive one, and compare.

Take it offline

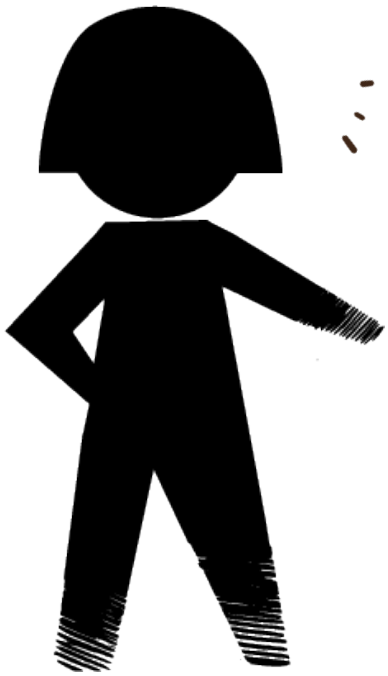
- No internet/devices? Pre-generate and print images using prompts like “a CEO,” “a nurse,” “a scientist,” “a pilot,” “a teacher.”
- Ask the same questions of the printed images: Who can you see? Who might be missing? What do you notice?
- Participants write or draw their own inclusive prompt and describe what they’d hope to see.

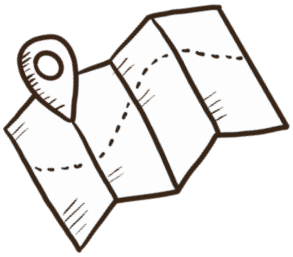
Tips

- Don’t preview what to notice, let patterns emerge naturally. Different groups or tools may get different results; that’s part of the experiment.
- Younger participants: use fewer prompts, work through them together. Stick to three questions: Who can you see? Who might be missing? How could we include them?









Activity 5: Real Stories, Real Impact

Time: 30 minutes

Outcome:

Participants will explore real examples of how AI and other technologies can be used to cause or amplify harm against women and girls and reflect on who is responsible and what could help make digital spaces safer.

Materials:

- Printed Real Stories, Real Impact Story Cards appropriate for your participants' age group
- Flipchart or large paper (optional)
- Markers (optional)

Preparation

- Real Stories, Real Impact story cards in Appendix
- Select two or three stories that are appropriate for your group and their age
- Optional: flipchart and markers for capturing key reflections

What happens

1. Explain that the group is going to explore real stories from different parts of the world where AI or other technologies have been used in ways that harmed women and girls.
2. Remind participants that these are real experiences involving real people. The aim is not to focus on frightening or upsetting details, but to understand how technology can be misused, who is responsible, and what we can learn from what happened.
3. Divide participants into small groups and give each group one Real Stories, Real Impact card. Where possible, choose stories from different regions and include one that is relevant to your part of the world.
   - Give groups a few minutes to read their story and discuss:
   - What happened?
   - How was technology used to cause or make the harm worse?
   - Who had the power or responsibility to prevent or respond to harm?
   - What do you think should have been done differently?
4. Tell each group that they are now reporters sharing the story with the rest of the group. Ask them to give a short report explaining what happened and one important thing they think everyone should learn from the story.
   Participants can decide how they want to report back, for example, one person can be the reporter; several people can present together, or they can create a short news-style report.
5. After each report, give the wider group a moment to respond. Ask:
   What does this story teach us about keeping women and girls safer in digital spaces?

6. Once all groups have shared, bring the stories together.

   Highlight that although the examples come from different places and involve different technologies, AI can create new forms of abuse and can also make existing forms of violence and harm easier to create, spread or scale.

Notes for Leaders

- Prepare the stories in advance and read them first. Decide how much detail is appropriate for your group's age and context and choose two or three of the five stories if time is limited.
- Keep the tone thoughtful and respectful. The reporter element is intended to make sharing interactive, not to make entertainment out of someone's experience.
- Keep the focus on the people who created, deployed or misused the technology and the systems responsible for responding, rather than placing responsibility on the person who experienced the harm.
- These are real and current stories. Recheck the source links on the cards before your session in case there have been updates to the cases.

Tips

- If you have a large group, several groups can explore the same story, they may notice different things.



Activity 6: Safe, Suspicious or Speak Up?

Time: 15 minutes

Outcome:

Participants will recognise warning signs of unsafe or potentially harmful situations online and practise simple actions they can take to protect themselves and others from online abuse.

Materials:

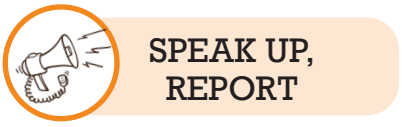
- 10 printed scenario cards per team (cut from the Handout 4 in Annex), 3 zones per team marked with tape, and other obstacles i.e. chairs, table, etc (or shared zones if space is tight)

Preparation

- Split participants into small groups.
- At one end of the room, mark three zones per team (or one shared set of zones if space is limited):







- At the other end, place each team's 10 scenario cards face-down in a pile.
- Check the space is clear and safe for quick movement, walking briskly is fine if running isn't appropriate for your venue.

What happens

Explain the three categories as usual (Safe / Suspicious, avoid / Speak up, report).

- Teams line up relay-style at the card pile end.
- On “go,” the first runner from each team grabs the top card, reads it to themselves (or brings it back to read aloud with their team if support is needed), decides which zone it belongs in, places it there, then runs back and tags the next teammate.
- Repeat until each team has placed all 10 cards.
- Once every team has finished, walk around together comparing where each team placed each scenario. Reveal the suggested action and safety message from the Scenario Guide for each one, discussing any differences between teams.
- Move into the same closing discussion questions as the original activity.

Discuss

- What warning signs kept appearing? Which situations were hardest to decide? When should you ask for help? What's one thing you´ll remember next time something feels off online?

Wrap-up

- Staying safe online isn't about fearing everything, it's about noticing warning signs, protecting your information, trusting your instincts, and knowing when to speak up or ask for help.

Notes for Leaders

- Online abuse includes harassment, impersonation, threats, non-consensual images, unwanted sexual behaviour, scams, and attempts to extract private information. AI can make these easier to create, personalise or spread.
- The guide is a starting point, not a rigid answer key, Shady and Speak Up can overlap. What matters is that participants spot warning signs and know a safe next step.
- Feel free to add scenarios relevant to your community (without identifying anyone). Never ask participants to share personal experiences; follow safeguarding procedures if something is disclosed.
- Keep the tone focused on awareness, not fear.

Take it further:

- Invite participants to write a realistic Scenario based on their own online spaces (no personal identifying details) and discuss it as a group.







Tips

- **Timing**: the relay adds real movement time on top of the original 25 minutes. If you're tight on time, use 6–8 scenarios instead of all 10, or run it as one shared set of zones with all teams racing to the same three piles rather than each team having their own.
- **Inclusivity**: pair participants so one reads the card and one places it, so no one who can't run or move quickly is left out. Rotate roles between rounds.
- **Younger participants**: shorten to 5 scenarios and let leaders call out each scenario rather than having participants read independently.
- Keep the "no wrong answers" tone even with the added competitive element, this is about noticing warning signs, not about winning. Consider not declaring a "winning" team at all, or scoring only for placing all cards (not for getting them "right"), so speed doesn't override careful thinking.

Pause & Ponder

Before moving on, remind participants that staying safe online doesn't mean being afraid of technology. It means being aware, thinking before you act, protecting yourself and others, and knowing when to ask for help.
AI can create new risks and make existing forms of online abuse easier to spread, but you are not powerless. You can question what you see, protect your personal information, respect other people's privacy and consent, and speak up when something doesn't feel right.





Part Three: Take Action



Participants can use their *Take Action Handout (See appendix)* throughout this section to record their reflections, commitments and actions. As they complete each action, they can shade the corresponding shield on their Action Shield to track their progress.

Activity 7: It's time to Take Action!

Action 1: Personal, Check in with Yourself

Give participants a few quiet minutes to reflect on what they have discovered about AI and how they want to engage with AI and online spaces going forward.
Ask them to reflect on four prompts. They can write a few words, a sentence or draw their response directly on their Take Action Card:

LIGHT BULB...	I CAN...	I CHOOSE...	I UNPLUG...
One thing about AI I understand differently now	One thing I can do to make my time with AI or online safer	One positive choice I want to make when I use AI or go online	One way to take a break from screens this week (going outside, moving, being with people or nature, in person)

☑ Make Your Pledge

In pairs, say your pledge aloud to a partner before writing it down: "When I use AI and spend time online, I pledge to…" Saying it to someone makes it stick more than writing it alone.

Action 2: Local, Start the Conversation

Pass It On!
As a group, pick one activity from this pack (or your own idea) to share with others. Agree what, who, when, then spend 2 minutes actually rehearsing it together, like a quick run-through, rather than only planning on paper.

Show Your Impact!
After you´ve run it, capture a photo or write a short post and share with #AINeedsHer

Action 3: Global, add your Voice

In pairs, imagine WAGGGS' Advocacy Chatbot, a fictional character for today only, nothing is sent anywhere. Decide: What's its name? What does it care about? What would make girls feel safe talking to it? What should it never do with what's shared? Then "introduce" your chatbot to another pair, like meeting a new friend. Draw or describe it on your card.
Remind participants that this isn't a real chatbot and nothing they write is being sent anywhere. It is simply a creative way to imagine what it would look like if girls and young women could speak directly to the people shaping AI.



Add Your Voice!

Respond to: "What do you want the people building AI to know?" Draw on anything from the pack, bias, safety, privacy, or what you want AI to get right for girls. Reading aloud is optional.





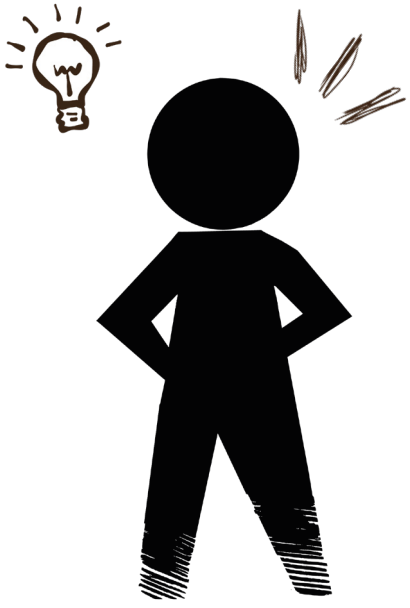


Notes for Leaders

- The **Take Action Card** is designed to help participants record and track their actions. Encourage them to complete the relevant section and shade a shield as they complete each action.
- Keep the personal reflection positive and empowering. The goal is self, awareness and agency, not restricting participants' use of technology.
- For **Pass It On**, encourage groups to choose something achievable within the next few weeks that does not require special resources.
- For **Show Your Impact**, follow WAGGGS safeguarding, consent and photography procedures before sharing photos or information about participants online.
- **Add your voice** should remain creative and low pressure. Participants do not have to share their messages aloud if they do not want to.
- The Take Action Card (Handout 6, in the Annex) is optional. Use it if you´d like a physical keepsake and the shield-shading element, or run the activity through conversation and movement alone, with participants jotting notes in their own notebooks if they prefer.

Pause & Ponder

Close by asking participants to imagine their message joining those of girls and young women across a Movement of 11 million girls in over 150 countries.
Remind them that adding their voice, starting conversations and taking action in their communities are all ways they can contribute to making technology safer, fairer and better for women and girls.







Wrap, Up & Reflection

Bring the group back together for a short closing circle (around 10 minutes).

- ☑ Ask participants to share one word or one thing they'll remember from today's session.
- ☑ Recap the three key messages: AI is not neutral; it can reinforce bias and violence against women and girls; and there are things we can do about it, personally, locally and globally.
- ☑ Thank participants for their honesty and courage in a Brave Space and remind them where to go if they want to talk further.
- ☑ Share the campaign hashtag #AINeedsHer and invite participants to take part in the wider 16 Days of Activism campaign if they'd like to.

Share Your Voice: Campaign Hashtag & Social Media

Leaders and participants can be encouraged to share reflections, local actions, or artwork from this session on social media (following their Member Organisation´s safeguarding and consent policies for anything involving under 18s).



Resources & Further Reading

For leaders who want to go deeper before running this session:

Surf Smart AI curriculum

WAGGGS Safeguarding Policy

Growing and Learning Hub

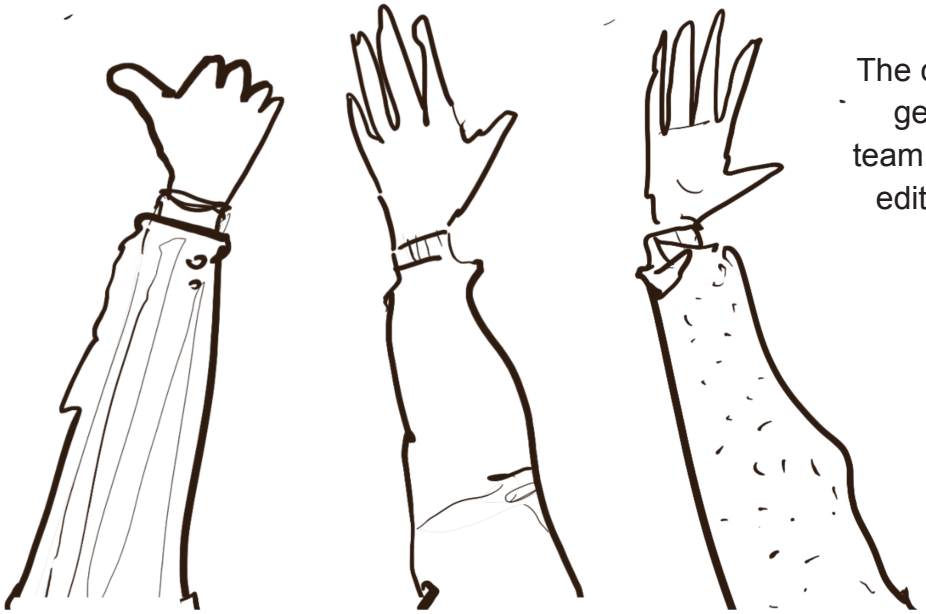
WAGGGS Stop the Violence , 16 Days of Activism Campaign



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The content of this resource is human generated. As we are a multilingual team, AI has been used in parts of the editing process to help us say things more clearly and simply.



APPENDIX

Handout 1: All Around Us!

Answer Key

Everyday Tool	AI Feature	What It Does	Fun Example
Netflix	Recommendations	Suggests movies and shows you might like.	You finish a comedy series, so another comedy is suggested.
Facebook	Friend Suggestions	Suggests people you might know.	You have several friends in common with someone, so they appear as a suggested friend.
Instagram	Algorithm	Helps decide what posts and Reels appear on your feed.	You watch lots of travel Reels, so more travel content starts appearing.
WhatsApp	Spam Detection	Helps spot unwanted or suspicious messages.	A suspicious message from someone you don't know may be marked as spam.
Google Meet	Noise Reduction	Helps make voices clearer during an online call.	There is lots of noise around you, so voices on your call become easier to hear.
Spotify	Music Recommendations	Suggests music based on what you listen to.	You listen to lots of pop music, so similar songs start appearing.
Siri	Voice Assistant	Listens to what you say and responds to your request.	You ask what the weather is like, and it gives you the forecast.
Snapchat	Face Filters	Recognises your face so it can add effects.	You move your head, and the funny face effect moves with you.
TikTok	Video Recommendations	Suggests videos based on what you watch and interact with.	You watch lots of funny videos, so similar videos start appearing.
Amazon	Product Suggestions	Suggests products you might be interested in.	You search for a backpack, so similar bags are suggested.
YouTube	Video Recommendations	Suggests videos you might want to watch.	You watch several cooking videos, so more cooking videos are suggested.
Google Search	Search Prediction	Guesses what you might be searching for.	You type “how to make p…”, and “how to make pizza” appears as a suggestion.

Handout 2: Meet AI Cards

Cut along the grid lines below each cell is one card.

Chatbot 'Friend' / Companion App	**BENEFIT** Can feel like a safe space to ask questions or practise talking about feelings you're not ready to say out loud to a person.	**RISK** It can't actually care about you, and some apps are designed to keep you chatting for as long as possible, which isn't always good for you.
Photo / Beauty Filter	**BENEFIT** Can be a fun, creative way to edit photos, try new looks, or express yourself.	**RISK** Filters are often built around narrow beauty standards, which can affect how girls feel about their real appearance.
Homework / Study Helper	**BENEFIT** Can explain a tricky topic in a different way, or help you get started when you're stuck.	**RISK** It can get things wrong confidently, and relying on it too much can mean you don't build the skill yourself.
Recommendation Feed ('For You' Page)	**BENEFIT** Can help you discover content, communities and creators you genuinely enjoy.	**RISK** It´s designed to keep you scrolling, and can show more extreme or narrow content over time to keep your attention.



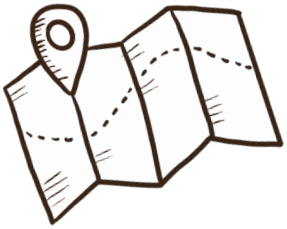
Handout 3: Real Stories, Real Impact

Six real stories from five regions (Arab, Asia, Pacific, Africa, Europe, Western Hemisphere, plus one global case), each written for Younger Years (5-10), Middle Years (11-15) and Older Years (16+)

How to use this hand, out:

- Use only the section that matches your Group's age range. Don't hand younger participants the Middle or Older Years versions, the wording and depth are deliberately different.
- Pick 2 to 3 of the six stories per session, you don't need to use all six. Where you can, choose a mix of regions, and try to include one that's relevant to your own part of the world.
- For Younger Years (5-10), we've reframed the stories away from explicit references to non-consensual sexual imagery, focusing instead on consent, kindness, telling a trusted adult, and tools being misused. We recommend leaders read these aloud rather than handing out cards.
- For Middle Years (11-15), the stories name deepfakes and non-consensual images in plain language, without graphic description.
- For Older Years (16+), the stories include the full context, including legal and platform accountability detail, matching the original case study cards.
- In every version, keep the focus on who built and deployed the tool, not on the person affected by it.
- As with the original card set: read all stories yourself in advance, and decide how many to use and how much detail suits your Group.







Younger Years, Ages 5 to 10

These versions avoid any explicit reference to nudity or sexual content. They focus on ideas younger children can understand and act on: always ask before you take, edit or share a picture of someone; tools that are meant to help people can sometimes be used the wrong way; and it´s always OK to tell a trusted adult if something online or on a device makes you feel unsafe, embarrassed, or confused.
Read these aloud rather than handing out cards to read independently. Keep each story to a couple of minutes, and spend most of the time on the discussion question. If your group is on the younger end of this range, you may prefer to use just one story rather than all three.

Story 1: Fair Play Online: The 'Fake Picture' Apps

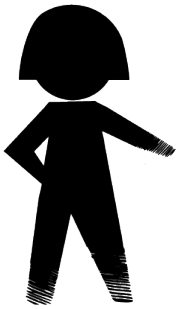
Global (2024, 2026)

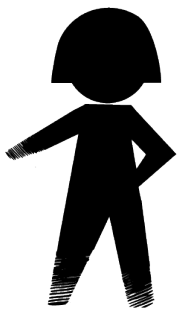
Some people built apps that could take an ordinary photo of a woman or girl and turn it into a fake picture, one that wasn´t true, and could really embarrass or upset her, without ever asking her permission.
Lots of grown ups agreed this was very wrong. So city leaders in the United States took the people who made these apps to court to make them stop. Because of this, several of the apps have already been shut down, and grown ups everywhere are working on new rules to stop this from happening to more people.

Who did this:
The grown ups who built and sold the apps, not the girls and women the fake pictures were made of.

Discussion prompt:
Why do you think it´s important to always ask someone before you take, edit, or share a picture of them?

Leader reference only (not for participants): Engadget: Apple and Google ordered by San Francisco attorney to take action against "nudify" apps
https://www.engadget.com/2217578/apple, and, google, ordered, by, san, francis-co, attorney, to, take, action, against, nudify, apps/





Story 2: Friends Stood Up For Each Other

Europe Region, Spain (2023, 2024)

In a small town, more than twenty girls found out that photos of them had been changed using a computer app to make fake, upsetting pictures, without ever asking them first.
One mum spoke up publicly to help other families understand what had happened. Eventually, a court decided that the children responsible needed to learn about treating others fairly and kindly, as well as facing consequences for what they´d done.

Who did this:

The classmates who used the app to make and share the fake pictures, not the girls the pictures were made of, who did nothing wrong.

Discussion prompt:

Why do you think it's important for grown ups and courts to take this kind of thing seriously, even when it happens through a phone or computer?

Leader reference only (not for participants): CNN: Outcry in Spain as artificial intelligence used to create fake naked images of underage girls

Story 3: When Grown-Ups Listened

Asia, South Korea (2024–2025)

In one country, lots of students found out that other students had used a computer app to make fake, embarrassing pictures of their classmates and teachers, and were sharing them in big group chats online; some of these chats had hundreds of thousands of people in them.
It made so many people upset that the whole country started talking about it, and the government made a new law to help stop it from happening.

Who did this:
The students who made the group chats and used the app to make the fake pictures, not the classmates and teachers the pictures were made of.

Discussion prompt:
If you found out something like this was happening at your school, what would you do first?

Leader reference only (not for participants): Gulf News: Deepfake porn crisis batters South Korea schools

Story 4: Testing If the Rules Really Work

Africa Region, South Africa (2023)

Some researchers wanted to find out if social media apps would really stop hateful, hurtful messages about women, like the apps promise to. They sent some very unkind pretend messages to the apps, written in different languages, to see if the apps would notice and block them.
Almost every single one of the unkind messages was allowed through, even though it broke the apps' own rules.

Who did this:
The social media companies, whose systems and reviewers were supposed to catch messages like these and stop them, but didn't.

Discussion prompt:
Why do you think it might be harder for a computer program to notice unkind or unsafe messages in some languages than others?

Leader reference only (not for participants): Global Witness: Facebook, X/Twitter, YouTube and TikTok approve violent misogynistic hate speech adverts for publication in South Africa

Story 5: Cameras Built to Help, Used to Follow Someone

Western Hemisphere Region, USA (2023, 2026)

Some special cameras were built to help police keep streets safe, by reading car number plates. But some police officers used the cameras to secretly follow a car belonging to a woman they knew personally, even though she never agreed to be watched like that.
When other people found out what had happened, those officers got into serious trouble at work. Some lost their jobs.

Who did this:

The individual police officers who used the cameras the wrong way, for their own personal reasons instead of the job they were supposed to do.

Discussion prompt:

Why do you think it´s not OK to use a tool that was built to help people, in a way that makes someone feel unsafe or followed?

Leader reference only (not for participants): Institute for Justice: Police Have Reportedly Used License Plate Readers to Stalk Romantic Interests

Story 6: The Job Advert That Wasn't What It Seemed

Arab Region, Egypt (reported in 2025)

Some women in Egypt saw job adverts online that seemed to offer them work. As part of applying, they were reportedly asked to send clear photographs of their faces and speak on voice calls. But a warning was raised that the jobs were not what they seemed. The photographs and voices could be taken and changed using AI to create things the women had never made or agreed to. This story reminds us that we should be careful when someone online asks us for photographs, recordings or personal information. If something doesn't feel right or you aren't sure why someone needs your information, stop and speak to a trusted adult.

Who did this:

The people reportedly using false job adverts to collect and misuse women's photographs and voices, not the women who thought they were applying for a job.

Discussion prompt:

What could you do if someone online asks you for a photograph, recording or personal information and you aren't sure why?

Read more: AI, Masry AI, Youm, Arabic report; OECD AI Incidents and Hazards Monitor, English summary. The OECD page expressly states that its incident monitor content does not represent the official views of the OECD or its member states.



Middle Years , Ages 11 to 15

These versions name deepfakes and non-consensual image, based abuse in plain, direct language appropriate for early to mid teens, without graphic description. Terms like “deepfake” are briefly explained in context.
You can hand these out to small groups to read together, or read them aloud as a whole group, use your judgement on what fits your group best. As with the original activity, thank participants for sharing if something personal comes up, and follow your safeguarding procedure afterwards.

Story 1: The Websites Built to ‘Undress’ Women

Global (case brought in the USA; sites based in several countries), (2024, 2026)

In 2024, officials in San Francisco took legal action against the people running 16 websites that used AI to turn ordinary photos of women and girls into fake nude images without their consent, sometimes called “nudify” apps. The websites had been visited more than 200 million times in just six months. Eleven shut down soon after being sued. The operators named were based in several countries, including Estonia, Serbia and the UK.
Since then, officials have also gone after Apple and Google for allowing similar apps in their app stores and making money from them. By 2026, some of the people who ran these sites had agreed to stop, though the fight isn’t fully over.

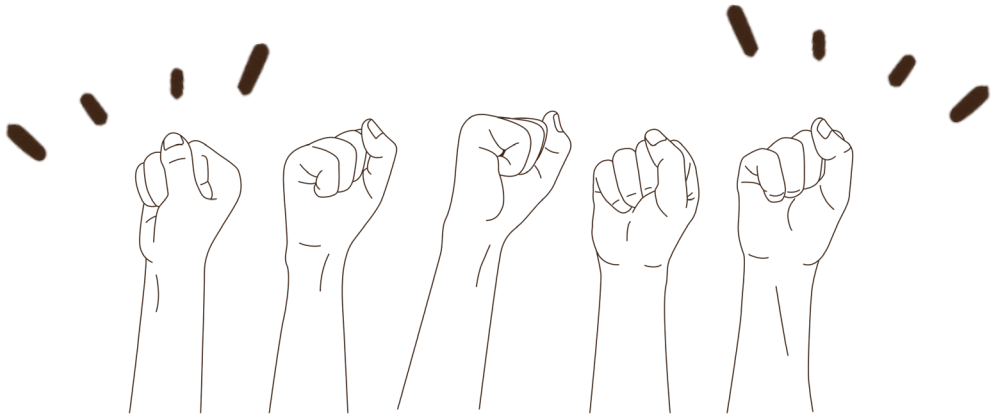
Who did this:

The people who built and ran the “nudify” websites and apps, and the app stores that allowed them to be downloaded and profited from them.

Discussion prompt:

Why do you think it matters to take legal action against the people who built these tools, and not only the people who used them?

Read more: Engadget: Apple and Google ordered by San Francisco attorney to take action against ‹nudify› apps



Story 2: A Small Town, A Big Wake Up Call

Europe Region, Spain (2023, 2024)

In 2023, more than twenty girls in the Spanish town of Almendralejo discovered fake nude images of themselves circulating in WhatsApp groups. The images had been taken from their social media and altered using a free AI “undressing” app, without their knowledge. Those affected were between 11 and 17 years old. A mother named Miriam Al Adib spoke out publicly after her daughter was targeted, bringing international attention to the case. In 2024, a youth court sentenced 15 classmates to a year´s probation and mandatory classes on gender equality and technology use. The app used is still available online today.

Who did this:

The developers of the free AI app used to create the images, and the classmates who used it to target their peers, not the girls affected.

Discussion prompt:

The app used is still available online today, even after a court case and international news coverage. What does that tell us about the limits of punishing individual users without also regulating the tools themselves?

Read more: CNN: Outcry in Spain as artificial intelligence used to create fake naked images of underage girls

Story 3: When It Reached Thousands of Chat Rooms

Asia, Pacific Region, South Korea (2024, 2025)

In August 2024, journalists in South Korea uncovered Telegram chat rooms where mostly teenage boys shared AI-generated explicit images of female classmates and teachers. One chat room had more than 220,000 members. The discovery sparked national protests; by early 2025 hundreds of mostly teenage suspects had been arrested.

An 18-year-old-activist, Bang Seo-yoon, began collecting victims’ testimony to push for change, helping lead to a new law making it illegal to even view this kind of AI-generated content, not just create or share it.

Who did this:

The people who ran the Telegram chat rooms, and the students who used AI tools to create and share the images, not the girls and teachers targeted.

Discussion prompt:

South Korea´s new law makes it illegal to simply view this content, not just create or share it. Do you think that´s a good way to reduce demand for it? Why or why not?

Read more: Gulf News: Deepfake porn crisis batters South Korea schools

Story 4: Whose Safety Gets Protected Online?

Africa Region, South Africa (2023)

In late 2023, researchers tested how well social media platforms protect women from hate speech. They submitted ten fake adverts, based on real threats faced by South African women journalists, in English, Afrikaans, Xhosa and Zulu-40 test ads in total, to Facebook, TikTok, X and YouTube. The ads called for women to be beaten or killed.

Despite clearly breaking each platform's own rules, nearly every ad was approved for publication, in every language tested. One platform later said its system had correctly flagged the ads as harmful, but a human reviewer overturned that decision.

Who did this:

The platforms, whose AI powered systems and human reviewers were supposed to catch and block this kind of content, but let it through instead.

Discussion prompt:

The ads were tested in four different languages. Why might content moderation work differently depending on what language something is written in?

Read more: Global Witness: Facebook, X/Twitter, YouTube and TikTok approve violent misogynistic hate speech adverts for publication in South Africa

Story 5: The Cameras Built to Watch the Road Used to Stalk Women

Western Hemipshere Region, USA (2023, 2026)

Flock Safety makes AI cameras that read car number plates, used by police across the US. A 2026 investigation found at least 18 cases of police officers using this system to track women they were dating or used to date.

In one case, an officer in Florida checked his ex-girlfriend's number plate more than 100 times over seven months. Several officers involved were arrested, fired, or resigned once discovered, but researchers think many more cases go unnoticed, because most police departments rarely check how the system is really being used.

Who did this:

Flock Safety, the company that built and sold the camera network to police departments without requiring them to log a reason for each search, and the individual officers who misused their access.

Discussion prompt:

This tool was built for police work, not for stalking someone. What does this tell us about the difference between what a tool is designed for and how it can end up being used?

Read more: Institute for Justice: Police Have Reportedly Used License Plate Readers to Stalk Romantic Interests

Story 6: A False Job Offer That Collected Women's Faces and Voices

Arab Region, Egypt (reported in 2025)

In 2025, a warning was raised in Egypt about groups advertising false jobs for women online. Applicants were reportedly asked to send clear photographs of their faces and take part in voice calls, supposedly to help train animation technology. The warning said these photographs could instead be used with AI to place a woman's face into a false sexualised video. Her recorded voice could also be cloned and made to say things she had never said. The fake material could then be used to threaten her or demand money. The women may have agreed to share their photographs and voices for what appeared to be a job opportunity, but they did not agree for them to be used in this way. This is an important difference between sharing something and giving someone permission to do whatever they want with it.

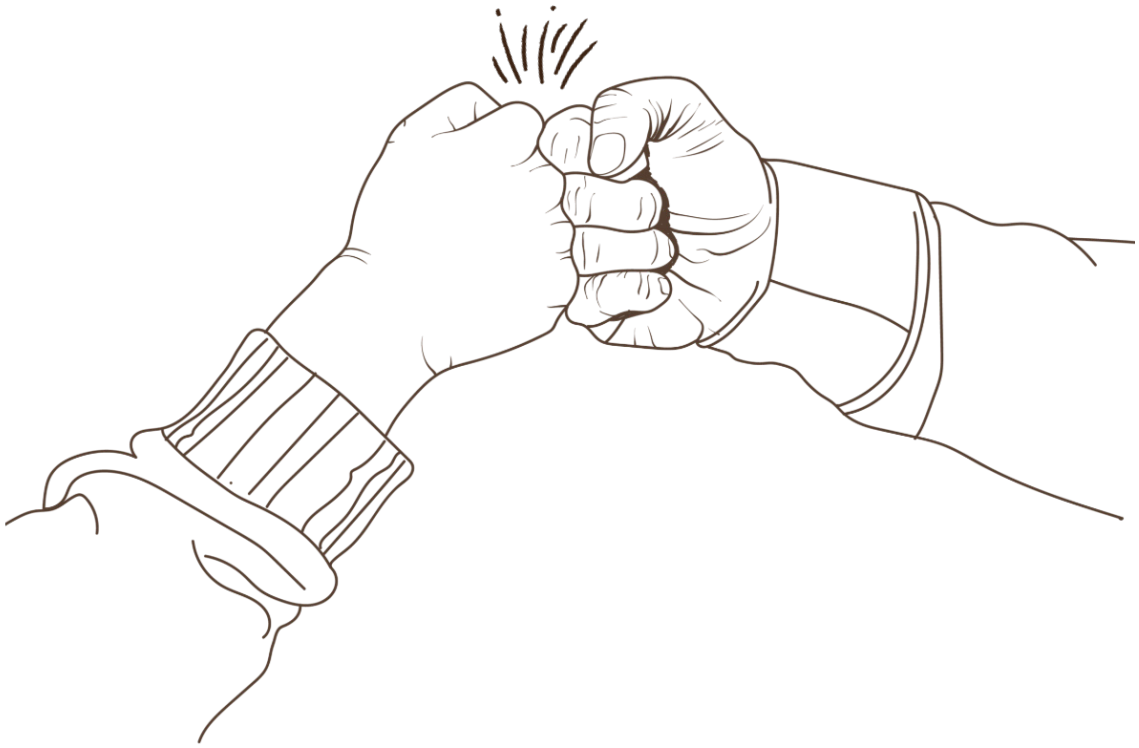
Who did this:

The groups reportedly creating false job adverts and collecting women's photographs and voices to misuse with AI.

Discussion prompt:

If you share a photograph or recording for one reason, does that mean someone has permission to use it for something else? Why or why not?

Read more: Al, Masry Al, Youm, Arabic report; OECD AI Incidents and Hazards Monitor, English summary. The OECD page expressly states that its incident monitor content does not represent the official views of the OECD or its member states.



Older Years, Ages 16 and above

These are the full versions of the three case studies, including legal and platform accountability detail. This matches the original “Real Stories, Real Impact” card set.
Older participants can generally handle reading these independently in small groups. Discussion prompts lean more into systemic accountability and regulation, in line with WAGGGS’ advocacy call for AI regulation.



Story 1: The Websites Built to ‘Undress’ Women

Global (case brought in the USA; sites based in several countries), 2024, 2026

In August 2024, San Francisco’s city attorney sued the operators of 16 websites that used AI to turn ordinary photos of women and girls into fake nude images, so-called “nudify” or “undressing” tools. Investigators found the sites had been visited more than 200 million times in just six months. Eleven of the sites shut down soon after. The operators named were based in several countries, including Estonia, Serbia and the UK, showing how global this problem is.
The city didn’t stop there. Through 2025 and into 2026, it pushed further up the chain, sending formal notices to Apple and Google, arguing the companies were profiting from in-app payments on similar “nudify” apps still available in their app stores, and asking them to cut ties with the developers. Some app store listings came down; others remain a work in progress.
By mid-2026, several of the original website operators had agreed to settlements, while at least one continued to fight the case in court.



Who did this:
The named operators of the AI “undressing” websites and apps, based in multiple countries, who adapted openly available AI image models specifically to remove clothing from real photos of women and girls; and the app stores that hosted, distributed and took a share of revenue from these apps.



Discussion prompt:
Why might it be more effective for regulators to go after the businesses and platforms behind a tool like this, rather than only the individuals who use it? What would meaningful regulation of this industry actually need to include?

Read more: Engadget: Apple and Google ordered by San Francisco attorney to take action against ‹nudify› apps

Story 2: A Small Town, A Big Wake, Up Call

Europe Region, Spain (2024, 2023)

When more than twenty girls in the small Spanish town of Almendralejo returned to school after summer break in 2023, they discovered fake nude images of themselves circulating in WhatsApp groups. The images had been taken from their social media profiles, altered using a free AI "undressing" app, and shared without their knowledge or consent. Those affected were between 11 and 17 years old.

One mother, physician Miriam Al Adib, spoke out publicly after her own daughter was targeted, helping bring national and international attention to the case. In mid-2024, a youth court in Badajoz convicted 15 of the girls' classmates on multiple counts, including creating child abuse material, sentencing them to a year's probation and mandatory classes on gender equality and responsible technology use. The app used in the case remains freely available online today.

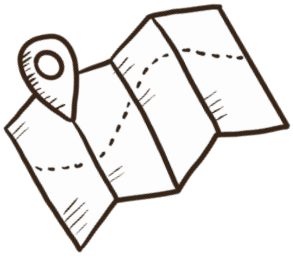
Who did this:

The developers of the freely available AI "undressing" app used to create the images, and the classmates who chose to use it to target their peers, not the girls whose ordinary photos were taken and altered without their knowledge.

Discussion prompt:

The app used in this case is still available online today, even after a court case and international news coverage. What does that tell us about the limits of punishing individual users, without also regulating the tools themselves?

Read more: CNN: Outcry in Spain as artificial intelligence used to create fake naked images of underage girls







Story 3: When It Reached Thousands of Chat Rooms

Asia, Pacific Region, South Korea (2024, 2025)

In August 2024, journalists and activists in South Korea uncovered a vast network of Telegram chat rooms where mostly teenage boys shared AI-generated sexually explicit images of their female classmates, and even teachers, created by superimposing real photos onto explicit content. One chat room alone had more than 220,000 members.

The discovery sparked national protests and a government crackdown; by early 2025, hundreds of suspects had been arrested, most of them under 20. Eighteen-year-old activist Bang Seo-yoon began collecting testimonies from victims to push for change, helping build pressure that led South Korea to pass a new law in late 2024 making it a crime to even view or possess this kind of AI-generated content, not just to create or share it.

Who did this:
The individuals who built and ran the Telegram chat rooms, and the students who used freely available AI tools to create and circulate the images, not the girls, teachers, and other women targeted, who had no idea their photos were being used this way.

Discussion prompt:
This case led directly to a change in the law. Do you think making it illegal to simply view this kind of content, not just to create or share it, is a good way to reduce demand for it? What are the trade, offs of criminalising viewing rather than only creating and sharing?

Read more: Gulf News: Deepfake porn crisis batters South Korea schools



Story 4: Whose Safety Gets Protected Online?

Africa Region, South Africa (2023)

In late 2023, researchers from Global Witness and the South African public interest law firm Legal Resources Centre tested how well social media platforms protect women from hate speech. They submitted ten fake adverts, based on real threats already faced by South African women journalists, in English, Afrikaans, Xhosa and Zulu-40 test ads in total, to Facebook, TikTok, X and YouTube. The ads called for women to be beaten or killed, and referred to them as vermin. Despite clearly breaking each platform's own rules, nearly every ad was approved for publication, across every platform and in every language tested. TikTok later said its automated system had correctly flagged the ads as harmful, but a human reviewer overturned that decision and let them through anyway.

Who did this:
The platforms, whose AI-powered moderation systems and human review processes were supposed to catch and block content that broke their own rules, but let it through instead , in every language it was tested in.

Discussion prompt:
The ads were tested in four different languages, all spoken by millions of people in South Africa. Why might content moderation work differently depending on what language something is written in, and what would it take to fix that at scale, across the hundreds of languages spoken by WAGGGS members worldwide?

Read more: Global Witness: Facebook, X/Twitter, YouTube and TikTok approve violent misogynistic hate speech adverts for publication in South Africa



Story 5: The Cameras Built to Watch the Road Used to Stalk Women

Western Hemisphere Region, USA (2023, 2026)

Flock Safety sells AI-powered cameras that automatically read and log car number plates, used by thousands of local police departments across the US. A 2026 investigation by the Institute for Justice, based on court and internal audit records, documented at least 18 cases of police officers using this system to track women they were dating or had broken up with. In one case, an officer in Florida ran his ex-girlfriend's number plate through the system more than 100 times over seven months, while also secretly placing a tracking device among her belongings. Several officers involved in similar cases were arrested, fired, or resigned once their searches were uncovered. Researchers and privacy advocates say the true number of cases is likely far higher, since most departments rarely check how the system is actually being used.

Who did this:
Flock Safety, the company that built and sold the surveillance network to thousands of police departments, largely without requiring a logged reason for each search or routine audits of officer activity; and the individual officers who used their access for personal surveillance instead of police work.

Discussion prompt:
This tool wasn't built to help someone stalk an ex-partner, it was built and sold for police work. What does this story tell us about the gap between how a tool is designed to be used, and how it can actually be used? What oversight do you think should exist before a surveillance tool like this is rolled out at scale?

Read more: Institute for Justice: Police Have Reportedly Used License Plate Readers to Stalk Romantic Interests



Story 6: A False Job Offer That Collected Women's Faces and Voices

Arab Region, Egypt (reported in 2025)

In 2025, a member of Egypt's parliamentary communications committee warned about groups reportedly advertising false job opportunities for women online. Applicants were asked to provide clear photographs of their faces and participate in voice calls, supposedly to help train animation technology. According to the warning, those photographs and recordings could instead be used as material for AI-enabled abuse. Women's faces could be placed into false sexualised videos using face-swapping technology, while their recorded voices could be cloned and made to say things they had never said. The resulting material was allegedly used to demand money or threaten publication. What makes this case particularly important is that the perpetrators reportedly did not need genuine intimate material. Ordinary photographs and voice recordings provided for an apparently legitimate purpose could be transformed into convincing fabricated content. It raises wider questions about consent, personal data and how AI can strengthen existing forms of blackmail and gender-based violence. The available sources describe this as a reported organised pattern, rather than a completed court case involving identified perpetrators.

Who did this:
The groups reportedly using deceptive job advertisements to collect women's photographs and voice recordings and misuse them through AI face-swapping and voice cloning.

Discussion prompt:
How does AI change what consent and protection of personal information need to look like when an ordinary photograph or voice recording can be transformed into something a person never created?

Read more: AI, Masry AI, Youm, Arabic report; OECD AI Incidents and Hazards Monitor, English summary. The OECD page expressly states that its incident-monitor content does not represent the official views of the OECD or its member states.



Handout 4: Safe, Suspicious or Speak Up?

Cards and Answer Key

Scenario Cards used for the Relay	Suggested Action	Why? / Safety Message
You receive a voice note that sounds exactly like your friend asking for your password because they "need help quickly."	 **SPEAK UP, REPORT**	Voices can be copied or faked using AI. Never share passwords. Contact your friend another way to check that it is really them.
Someone you have been chatting with online seems friendly, but they start asking for personal photos and tell you to keep the conversation secret.	 **SPEAK UP, REPORT**	Requests for private photos and secrecy are warning signs. Stop the conversation and tell a trusted adult or Leader. Don't send anything you are uncomfortable sharing.
A fun online quiz asks for your full name, birthday, school and where you live before showing your results.	 **SUSPICIOUS, AVOID**	Be careful when websites ask for personal information they don't need. Close the page rather than giving away unnecessary information.
Someone sends you a funny edited picture of a girl you know and asks you to share it with your friends. She doesn't seem to know the picture exists.	 **SPEAK UP, REPORT**	Don't share images that could embarrass or harm someone without their consent. Tell a trusted adult or Leader and report the content where appropriate.
Your school recommends an AI study tool and explains how learners can use it safely.	 **SAFE**	The tool comes from a trusted source. You should still follow your school's rules and avoid sharing unnecessary personal information.
A new online "friend" keeps asking where you live, where you go to school and when you are usually alone.	 **SPEAK UP, REPORT**	These questions cross important safety boundaries. Don't share the information, stop responding and tell someone you trust.

Scenario Cards used for the Relay	Suggested Action	Why? / Safety Message
A message says you have won a new phone and asks you to click a strange link and enter your password immediately to claim it.	 **SUSPICIOUS, AVOID**	Unexpected prizes and urgent requests for passwords are common warning signs of scams. Don't click the link or enter your details.
Someone you know sends you a link saying, “Look at this photo of you!” The message really is from their account, but you don't recognise the website the link leads to.	 **SUSPICIOUS, AVOID**	Even messages from people you know can be risky if their account has been hacked or they unknowingly shared an unsafe link. Don't click immediately. Check with the person another way first.
A person you've been talking to online asks you to move the conversation to a private chat. They haven't said anything harmful or asked for personal information yet.	 **SUSPICIOUS , AVOID / PAUSE & CHECK**	A private conversation isn't automatically unsafe, but moving away from visible or moderated spaces can be a warning sign. Don't share personal information, photos or your location. If the conversation becomes secretive, pressuring or uncomfortable, stop and speak to someone you trust.
Someone posts a cruel AI-generated image of a girl in your community and people begin sharing it and making jokes about her.	 **SPEAK UP , REPORT**	AI-generated content can still cause real harm. Don't like, comment on or share it. Report the content and tell a trusted adult or Leader who can help support the person targeted.

Handout 5: Take Action

Print one hand-out per participant; the template below is optional to use.

YOUR ACTION SHIELD



Complete the actions on your Take Action Card and build your shield.
Shade a shield for each action you complete.



1/4, Taking Action! You've started turning what you learned into action – completed part 1. Personal.



2/4, Building Safer Spaces! You're making positive choices and helping others navigate AI and online spaces more safely – completed part 2. Start the conversation.



3/4, Making a Difference! Great work! You're taking action for safer and fairer digital spaces – completed part 3. Global, Design your future.



4/4, Shaping the Future! You did it! You've taken action for yourself, your community and a safer, fairer AI future – completed part 3. Global, Add your voice.

Action 1: Personal



Check in with Yourself
Complete the actions on your Take Action Card and build your shield.
Shade a shield for each action you complete.

LIGHT BULB...	I CAN...	I CHOOSE...	I UNPLUG...
One thing about AI I understand differently now	One thing I can do to make my time with AI or online safer	One positive choice I want to make when I use AI or go online	One way to take a break from screens this week (going outside, moving, being with people or nature, in person)



Make Your Pledge

Action 2: Start the Conversation



Pass it On
As a group, choose an activity you can run to share what you have learned with others. Use an activity from this pack, adapt one, or create your own!

Our activity:

Who will we share it with?

When will we do it?

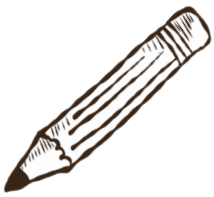


Share your Impact
Once you´ve done your activity, capture the moment and **share your action**
Use: #AINeedsHer

Action 3: Global



Design your Future
Design your ideal WAGGGS Advocacy Chatbot.



Add your Voice
A message from a Girl Guide/ Girl Scout to the people building AI

What do you want the people building AI to know?
(You could write about something that worries you, something you'd like to see change, or something you want AI to get right for girls like you.)

First name: _____

Country: _____



STOP THE VIOLENCE

Speak out for girls' rights



www.wagggs.org

@wagggsworld

World Association of Girl Guides & Girl Scouts,
World Bureau, Olave Centre, 12c Lyndhurst Road, London, NW3 5PQ, United Kingdom

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS