NETSMARTZ STUDENT PROJECT KIT

Grade 6-8

Version 1.5

NetSmartz® Workshop

Student Start Guide

Help create a safer, kinder online environment for your friends, classmates, younger siblings, and community with the NetSmartz Student Project Kit! The kit can help you and others in your online community become more responsible digital citizens. A good digital citizen:

- Respects others.
- Speaks up.
- Protects themselves and their information.

The kit has projects you can use to educate younger students and your peers about Internet safety. Get started with the steps below.

1. Review the issues.

The more you understand about the issues, the more comfortable and confident you will be while leading your project. Read through the "Review the Issues" section and use the discussion prompts to start a conversation about the issues.

2. Choose a project.

The projects in this kit are designed to help you talk to students in grades K-12 about online safety issues like cyberbullying, online privacy, and unwanted sexual requests. You can:

- Give a presentation.
- Perform a skit.
- Lead a classroom activity.

While choosing a project, think about:

- **Your audience's grade/age.** You will need to choose a project that is age-appropriate. Try to choose a project about an Internet safety issue students in that age group usually face.
- **The materials you need to complete the project.** Some of the projects require supplies like crayons, paper, and scissors. Others can only be done with a specific number of participants.
- **The time it will take to deliver.** Pick a project you can complete within the time you have with your audience.
- **Using additional resources.** Take your project to the next level with the tip sheets, videos, and other materials on **NetSmartz.org**.

3. Deliver your project!

4. Share your feedback.

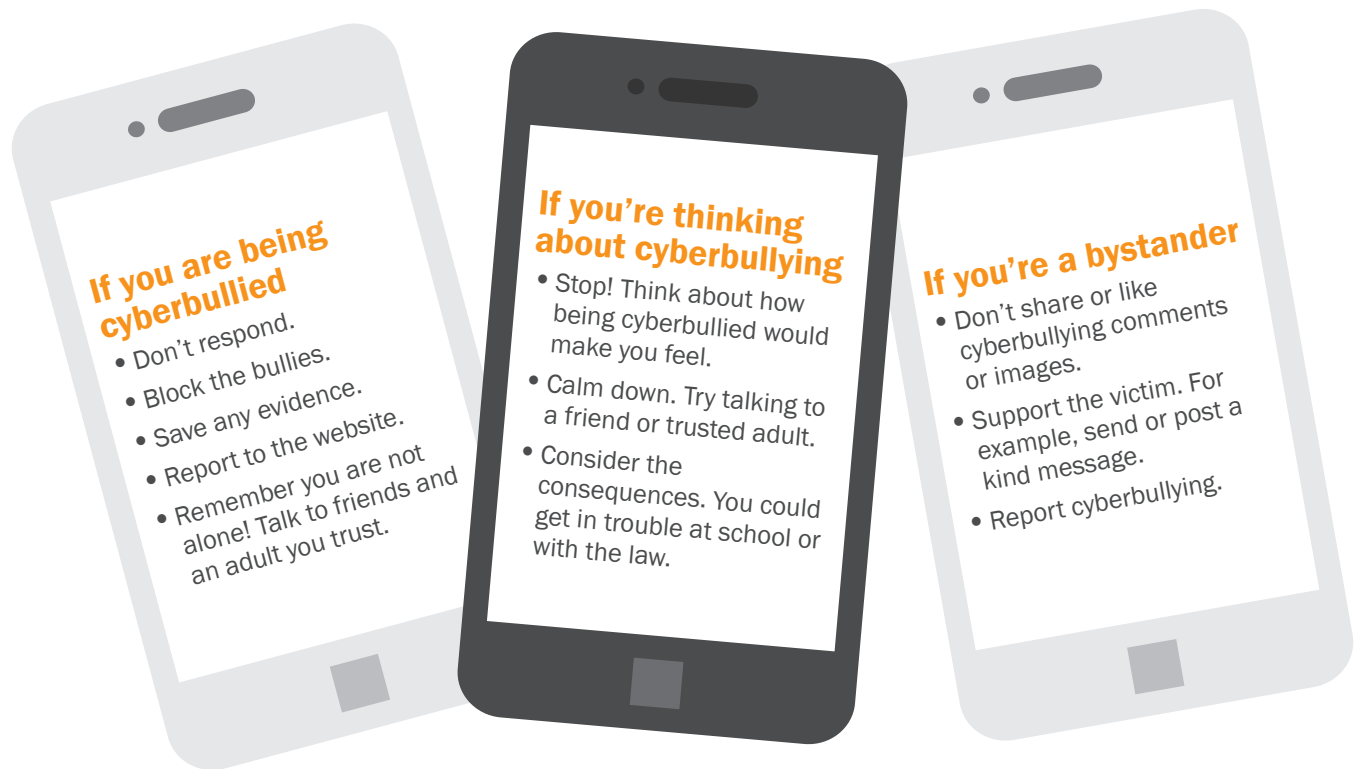What do you think of the kit? Tell us at **http://sgiz.mobi/s3/SPK-Student-Feedback**.

Review The Issues

Before choosing a project, brush up on your knowledge of the main Internet safety and digital citizenship issues. Use the discussion prompts to talk about how these issues are affecting your school or community.

Cyberbullying

Cyberbullying is the use of Internet and mobile technologies to harass others. It includes spreading mean rumors, posting embarrassing images, impersonating others, and sending threatening messages.

Cyberbullying usually involves a victim, one or more bullies, and one or more bystanders. Victims of cyberbullying may react in a number of ways. Some kids and teens shrug it off; others are more severely affected. They may have low self-esteem, get bad grades, avoid going online or going to school, and change schools.

If you are being cyberbullied
- Don't respond.
- Block the bullies.
- Save any evidence.
- Report to the website.
- Remember you are not alone! Talk to friends and an adult you trust.

If you're thinking about cyberbullying
- Stop! Think about how being cyberbullied would make you feel.
- Calm down. Try talking to a friend or trusted adult.
- Consider the consequences. You could get in trouble at school or with the law.

If you're a bystander
- Don't share or like cyberbullying comments or images.
- Support the victim. For example, send or post a kind message.
- Report cyberbullying.

Discussion Prompts
- Do you think cyberbullying is a problem in your school/community? Why or why not?
- How do you think people who are cyberbullied feel?
- Have you ever witnessed anyone being cyberbullied? What did you do?
- Have you ever made a report about cyberbullying? What happened next? Did you feel like the problem was solved?
- Brainstorm some ways your school/community can fight cyberbullying.

Digital Ethics

Digital ethics is about following the online rules – even if no one is there to catch you breaking them. One of the most important online rules is respecting content posted by other people. This includes not pirating (stealing) copyrighted content like movies and music. It also includes giving credit to the creators of any text, images, or music that you use.

If you quote an online article in a paper, you should credit the author. Failure to do so is called plagiarism – which is a type of cheating. The Internet has made it easier to plagiarize and cheat in other ways, such as posting homework solutions online and texting each other test answers. Sometimes the line between cheating and using the Internet for "help" may seem blurry, so it is important to talk to teachers about their expectations for each assignment.

Discussion Prompts

- How are artists hurt when people steal music and movies online?
- How would you feel if someone pirated something you created?
- What would you do if a friend offered you a pirated copy of a movie?
- How would you feel if you knew one of your classmates was using the Internet to cheat?
- Is it OK to work with your friends online to complete a homework assignment?

Digital Literacy

There is a lot of information on the Internet, but not all of it is true. Digital literacy skills – the ability to understand what you read and see online – help people find online sources with trustworthy and accurate information. They also help people think critically about what they see online and encourage them not to take **anything** at face value.

Learning these skills allows Internet users to navigate the Web with confidence. For example, you should know how to tell legitimate (real) online offers from fake ones, how to fact-check the information you find online, and how to tell if a website is trustworthy (Hint: websites with URLs that end in .edu or .gov are usually reliable).

Discussion Prompts

- How can you tell if something you've read online is true?
- Have you ever read something online you thought was true, only to find out later it wasn't?
- What would make you suspicious of a website?
- Name three clues that can help you tell if a website is trustworthy.
- Have you ever filled out an online offer form promising a free item? What happened next?

Inappropriate Content

You can find almost anything online – from videos about kittens to mature content with violent, hateful, or sexual themes. A lot of this mature content is inappropriate for those under 18. It can be especially disturbing for younger children, but even older teens may be bothered if they come across this content unintentionally. It is important to remember that it is not your fault if you accidentally come across inappropriate content online. Try to avoid inappropriate content by double checking the URLs you type and being careful about clicking on unknown links.

In addition to encountering inappropriate content online, kids and teens may also share and post inappropriate comments and images. While it is best to refrain from illegal or inappropriate actions in the first place, some people have gotten into more trouble by sharing comments or images about them online. If someone shares or asks you to share inappropriate content, consider blocking that person and reporting them to the website.

Think before posting:
- Drinking and drug use
- Hate speech
- Lewd or offensive gestures
- Profanity
- Revealing or suggestive images
- Threats

Discussion Prompts
- Have you ever come across any content online that bothered you?
- Who would you talk to if you came across content online that bothered you?
- Would anyone be embarrassed or hurt by the information you share online?
- Have you ever seen any posts from friends that changed the way you thought about them?
- What do you think the information you've shared online says about you?

Online Privacy

Many people share information about themselves online through comments, images, and text messages. But once you put information online, it's easy to lose control of it. Anyone with access to your social media accounts may copy, share, and alter the information. That's why it's important to take precautions to keep your information safe online. Create strong passwords (and don't share them!), consider friend requests carefully, and only accept people you know you can trust.

Those who reveal too much personal information online have become targets for identity theft, scams, computer hacks, and other trouble. Before sharing personal information it is important to check websites for signs that they are trustworthy. For example, before entering financial information like a credit card number on a website, check the URL for "https" or the lock symbol.

Think before sharing:
- Addresses
- Financial information
- Passwords
- Phone numbers
- Schedules
- Social security numbers

Discussion Prompts
- What do you do to keep your online information private and secure?
- How do you decide who to add to your friends' list?
- When do you think it's OK to share personal information online?
- How frequently do you change your passwords?
- Have you ever had anyone steal a password? What happened next?

Tip:
Learn more about the issues and get tips for handling them at NetSmartz.org/Tipsheets.

Unwanted Sexual Requests

While online, kids and teens may receive unwanted requests from adults asking them for nude images, to have a sexual conversation, or to meet offline for sex.[1] These requests may come from people they've met online or know in real life. They may also come from their peers or young adults.

Most kids and teens are smart about dealing with sexual requests. They remove themselves from the situation, ask the people to stop, or change their personal information.[2] But receiving these requests can still be distressing. You should never respond to any requests you receive. Instead, report them to the website and an adult you trust immediately.

In some cases, adults may target kids and teens for months before making a request. These adults are often called "online predators." They use a process called "grooming" to gain their victims' trust and form a relationship with them.

Adults should not pursue any kid or teen romantically. If an adult acts interested in a romantic relationship with you or your peers, it's a red flag signaling they can't be trusted. You should not engage them, refuse to talk to them about sex or meet them offline, and tell an adult you trust.

Someone trying to groom kids and teens may:

- Flatter them
- Talk to them about sex
- Send them gifts, such as cell phones or bus tickets
- Ask them to keep secrets
- Try to isolate them from family and friends
- Share or ask them to share revealing images

Discussion Prompts

- Do you know anyone who has received an unwanted sexual request? How did they respond?
- Why do you think teens are tempted to meet offline?
- Who would you tell if you received an unwanted sexual request?
- What advice would you give a peer who received an unwanted sexual request?
- Would you be bothered by an unwanted sexual request? Why or why not?

Tip:
Report unwanted sexual requests to CyberTipline.org.

Sexting

Sexting is when minors (those under 18) share sexual images of themselves or other minors online and by cellphone. Most minors share these images to flirt or because they were asked to by a boyfriend or girlfriend. However, sometimes they are pressured into sharing these images even when they don't want to. No one should pressure anyone else into sexting. No one has the right to make someone else share sexual images – not even a significant other.

It's illegal to share sexually explicit images of minors. However, many minors caught sexting are not charged with a crime. They may be ordered to attend educational programs or perform community service. They may also get in trouble at school and experience social consequences, such as being judged or excluded by their peers and communities.

Once you hit send, you can't control where the image goes!

Before sending one, think:
- How would I feel if this image got out?
- Can I really trust that the person I am sending it to will keep it private?
- How could sending it affect my relationships with friends, classmates, parents, teachers, etc.?

Before forwarding one, think:
- How would I feel if someone shared a photo of me?
- What consequences could I face for forwarding this?

Discussion Prompts

- Do you think kids and teens feel pressured to sext? Why or why not?
- What would you tell a friend who was thinking about sexting?
- What advice would you give a friend who received a sext?
- Do you think people should get in trouble for forwarding sexts? Why or why not?
- Do you think sexting can be harmful for minors? Why or why not?

1 Mitchell et al. (2014). Trends in unwanted online experiences and sexting: Final report. Crimes against Children Research Center, University of New Hampshire: Durham, NH.

2 Ibid.

TIPS
for Project Delivery

These tips can help you prepare to deliver your project.

Practice.
Gather a group of friends to test your project on. When it's over, get their help reviewing your performance. You may want to ask them questions like, *"Were my instructions clear? Could everyone hear me? Could I have done anything else to help you?"* Time your project so you know how long it takes to deliver.

Know your audience.
Take some time to think about how they may respond to your project. For example, if you're making posters with younger children, they may need help cutting, coloring, or gluing.

Be ready to answer questions.
You may even want to brainstorm possible questions and their answers in advance. You do not have to answer any questions that make you feel uncomfortable. You should direct them to your advisor instead.

Plan.
Create a day-of checklist that includes the day, time, location, and materials needed for your project.

Make eye contact.
Making eye contact helps you look more confident and reassures your audience that you know what you're talking about.

Project your voice.
You want everyone in the room to be able to hear you. It's also important to speak slowly and clearly so everyone can understand you.

PROJECT #1

Give A Presentation

Presentations are a good way to give an overview of the main online safety issues and some tips about how to handle them. You can use this outline to create your own. Make sure to thoroughly research each issue you want to discuss. Look for statistics, news stories, and video clips to help get your point across.

Think about which messages are most important for the students in your audience. What issues do 7th graders face online? Are they the same issues that 10th graders face? Ask your advisor for help ensuring that your presentation is appropriate for your audience.

You may want to consider using a NetSmartz presentation, especially if you plan to present to students in grades K-5. These presentations cover the main Internet safety and digital citizenship issues and include a guide with speaker's notes. You can download them at **NetSmartz.org/Presentations**.

I. Start your presentation by stating:

a. Your name and grade.

b. Why you are giving the presentation. (e.g., *"I am giving this presentation because I want to be part of creating a safer online environment."*)

c. Why Internet safety and digital citizenship is important for everyone. (e.g., *"Kids and teens are online all the time. We should know how to behave responsibly."*)

d. What Internet safety issue(s) you are going to talk about.

II. When you talk about the issue(s), you should:

a. Define it. (e.g., *"Cyberbullying is using the Internet to be mean."*)

b. Give an example of what it looks like. Consider sharing a news story or showing a video. (e.g., *"Someone posted an embarrassing photo of a teen and invited people to leave cruel comments."*)

c. Give tips about how to respond to the issue. (e.g., *"If you are cyberbullied, don't respond. Save the evidence and make a report."*)

III. End your presentation by:

a. Encouraging your audience to be responsible digital citizens.

b. Inviting your audience to ask questions.

c. Thanking your audience for their time.

Tip:
Use the NetSmartz tip sheets to get more information about how to respond to the issues at **NetSmartz.org/Tipsheets**.

PROJECT #2

Perform A Skit

A skit can be a fun and easy way to show your audience positive ways of dealing with difficult online situations. Choose a skit prompt or brainstorm your own scenario to start writing your script. Your script should clearly define the Internet safety issue and explain how children and teens can respond. Make sure your skit has:

An introduction where you establish the characters (who) and the setting (where).

Rising action where you explain the problem. (e.g., Characters are asked for personal information. They share it and start getting spam.)

Peak action where you show how the characters solve the problem. (e.g., They report to the website.)

A conclusion where you wrap up any loose ends and restate the lesson your characters learned. (e.g., You should be careful about sharing personal information.)

Tip:
Make your skit more realistic by researching real-life examples of the skit scenarios.

Skit Prompts

Cyberbullying
- **Actor 1** is getting mean text messages. He/She asks a friend (or friends) for advice about what to do.
- **Actor 1** is mad at one of his/her classmates. He/She wants to start a webpage where their classmates can leave mean comments about the person. A friend (or friends) talks to **Actor 1** about why this is a bad idea.
- **Actors 1** and **2** are taking part in an online gaming quest with a group of other players. One player wants everyone to gang up on another player and keep him/her from participating in the quest. **Actors 1** and **2** discuss what to do.

Digital Ethics
- **Actor 1** is taking a test when he/she gets a text from **Actor 2**. **Actor 2** is taking the same test next period. **Actor 2** wants **Actor 1** to text him/her a picture of the test so he/she can look up the answers in advance.
- **Actors 1** and **2** are eating lunch together. **Actor 1** tells **Actor 2** that someone in their class has started a website where students can trade homework answers. They discuss whether to use it or not.
- **Actor 1** invites some friends to come over and watch a movie. When they arrive, they learn **Actor 1** plans to download the movie illegally. The friends talk to **Actor 1** about why he/she shouldn't do this.

Digital Literacy
- **Actors 1** and **2** are working on a school project together. **Actor 1** has found some information online that seems strange. **Actor 2** asks a series of questions about the website **Actor 1** used to get the information (e.g., *"When was the website last updated?"*). They realize the website is not reliable and discuss the traits of trustworthy websites.
- **Actor 1** gets an email offer for a free tablet computer. All he/she has to do is share some personal information. **Actor 1** is excited and wants to share the information, but **Actor 2** explains why this is risky.

Inappropriate Content
- A few friends (2-3 actors) think their math teacher is so unfair! First, they discuss posting the teacher's photo online and making funny comments under it. Then they talk about why this could be a bad idea.
- **Actors 1** and **2** are hanging out after school. **Actor 1** checks his/her email on a smartphone and sees an email from an unknown person with a link to a new gaming website. **Actor 1** wants to open the link, but **Actor 2** gives reasons why he/she shouldn't.

Online Privacy
- **Actor 1** gets a friend request from someone that says he/she is a classmate. **Actor 1** doesn't know the person in real life, but is thinking about accepting the request. **Actor 2** shares why he/she believes accepting the friend request could be a bad idea.
- **Actor 1** is having a birthday party. He/She wants to post the invitation details on a social media site (e.g., Instagram, Twitter, Facebook). **Actor 2** thinks this is a bad idea. The two imagine what could happen if they share this type of personal information online.

Unwanted Sexual Requests
- **Actor 1** tells **Actor 2** about someone he/she has met online. The online friend is kind, sends gifts, and always wants to talk online with **Actor 1**. **Actor 2** talks to **Actor 1** about why he/she may want to be careful.
- **Actor 1** is thinking about meeting someone he/she met online face-to-face. **Actor 2** warns him/her that this is not a good idea.
- **Actors 1** and **2** are playing an online game when someone asks them to share a sexy image. The two friends discuss what to do about the request (e.g., block the player, report, tell an adult).

Sexting
- **Actor 1**'s significant other asks him/her to text a sexy picture. **Actor 1** isn't sure what to do. He/She asks friends for advice. They tell him/her why it's risky to send these types of images. (e.g., Once you send an image, you lose control of it.)
- **Actor 1** receives a text of a sexy picture. **Actor 2** asks him/her to forward it. **Actor 1** explains why he/she doesn't think that's fair.
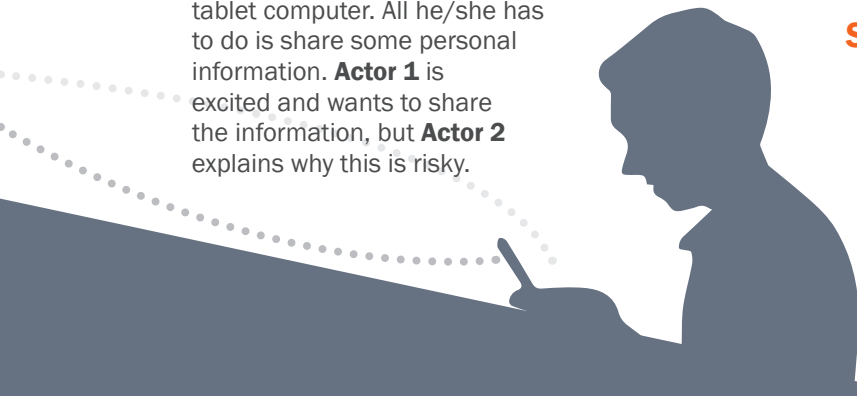
Lead A Classroom Activity

These classroom activities will help you teach specific, age-appropriate Internet safety concepts.
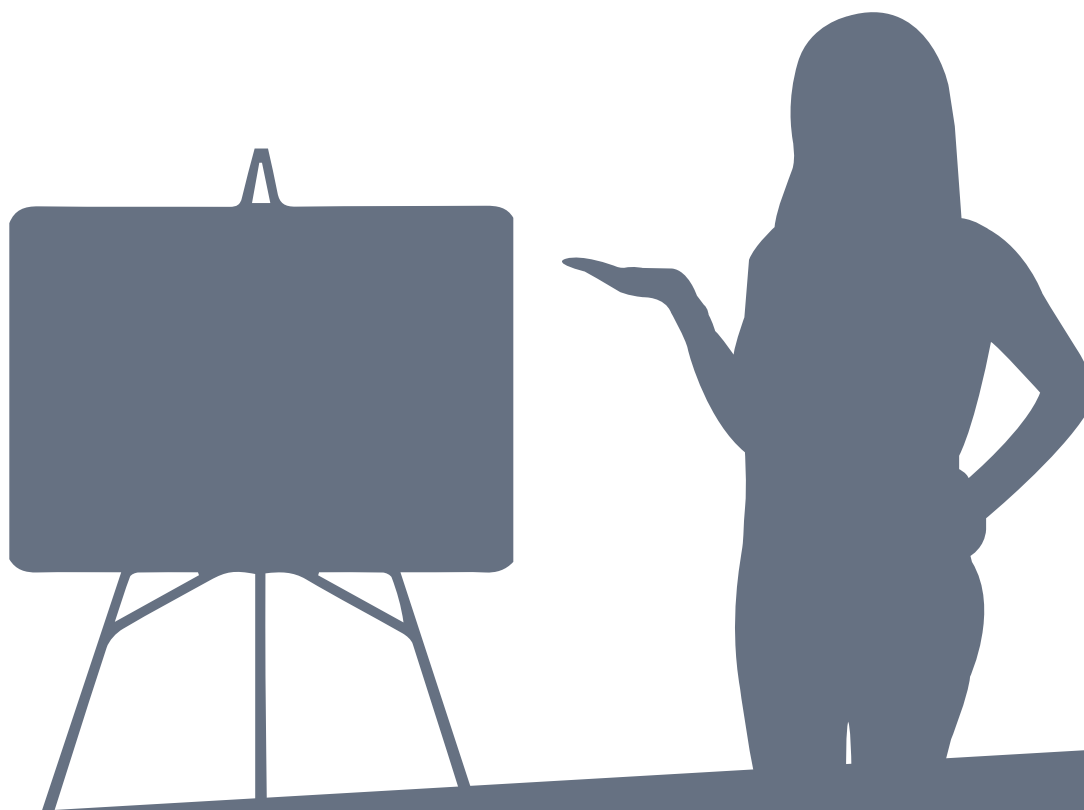
Cyberbullying: Don't Stand By

This activity will encourage students to think about standing up for peers being cyberbullied.

You will need:

- *Stand By or Stand Up?* webcomic and discussion guide. Download the guide at **NSTeens.org/Comics/StandByOrStandUp**
- Computer lab

What to do:

1. Put students in pairs. Direct them to the NSTeens webcomic *Stand By or Stand Up?* Encourage students to play through the comic at least twice, making different decisions the second time. Give them 10-15 minutes.

2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions and/or add your own questions.

3. Ask students to share some ways of standing up for people who are being cyberbullied.

Digital Ethics: Choices and Cheaters

You will need:

- *Choices and Cheaters* webcomic and discussion guide. Download the guide at **NSTeens.org/Comics/ChoicesAndCheaters**
- Computer hooked up to an LCD projector OR computer lab
- Paper and writing utensils

What to do:

1. Prep students by asking a few questions. Ask:

   a. *What are some reasons people cheat in school?*

   b. *Has technology made cheating easier to do, and/or easier to catch? Why?*

2. Depending on computer access, put students into groups, or have them work individually and direct them to **NSTeens.org/Comics/ChoicesAndCheaters**. If there is only one available computer, hook it to a projector, and pull up the website.

3. Have students scroll and play through the interactive comic strip at least 2 times. Have them make different choices on the second round to see how it ends up.

4. As a follow up, tell students that they will write another scene to fit into the existing comic that poses an additional opportunity for CL to cheat or be a good digital citizen (e.g., A friend invites CL to join an online group where classmates share homework assignments. Does she join or reject the request?).

5. Pass out paper and writing utensils. You may choose to have students complete this activity as individuals, in pairs or small groups.

6. If time permits, have students share with the class the new scene that they've written.

Meeting Offline: Friend or Fake?

This activity will help students think twice about the people they meet online.

You will need:

- "Friend or Fake?" video and discussion guide. Download them at **NSTeens.org/Videos/FriendOrFake**
- Computer hooked up to an LCD projector

What to do:

1. Show students the video "Friend or Fake?"

2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions and/or add your own questions.

PROJECT #4

Activities for Everyone!

These projects are not issue or age-specific. You can do them with students in any grade level on any Internet safety or digital citizenship issue you choose.

Hold a contest.

Students can create posters, PSAs, poems, short stories, or skits around an Internet safety issue.

Have a pledge drive.

Challenge everyone in a grade or school to commit to being better digital citizens by signing a pledge. You can use the NetSmartz pledges at **NetSmartz.org/ Resources/Pledges** or create your own.

Start a discussion.

Choose a news story on an Internet safety issue to share and discuss. You may want to ask questions like, *"Why do you think this happened? How would you feel if this happened to you? How would you try to help the person in the story? What advice would you give them?"*

Share daily tips.

Ask your school if you can share Internet safety tips over the PA system or (if your school has an intra-video system) show NetSmartz videos throughout the day.

Plan an Internet Safety Week!

You can use any of the above activities to hold an Internet safety and digital citizenship week. Ask your school about having your week when there's a national focus on student leadership or Internet safety, such as:

- **Safer Internet Day** (February)
- **National Volunteer Week** (April)
- **National Student Leadership Week** (April)
- **Internet Safety Month** (June)
- **Cybersecurity Month** (October)