


**NETSMARTZ  
STUDENT  
PROJECT KIT**

**NetSmartz® Workshop**

A program of the  
NATIONAL  
CENTER FOR  
  
**MISSING &  
EXPLOITED**  
CHILDREN®



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### **Internet Safety Projects**

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Download additional copies of the kit at [NetSmartz.org/StudentKit](https://www.net-smartz.org/StudentKit).  
Please email any questions about the kit to [NetSmartz\\_contact@ncmec.org](mailto:NetSmartz_contact@ncmec.org).

The NetSmartz Student Project Kit was created by NetSmartz® Workshop, a program of the National Center for Missing & Exploited Children®.

NetSmartz teaches children ages 5-17 about online safety and digital citizenship. It offers free, age-appropriate resources including videos, games, e-books, webcomics, presentations, classroom lessons, and tip sheets to help children learn how to protect themselves and their friends online.

Parents, educators, and law enforcement can use these materials to engage children in discussions about online issues ranging from privacy to cyberbullying.

## About This Kit

### Why use this kit?

This kit empowers middle and high school students to educate their peers and younger students about online safety and digital citizenship. While students prepare to give a project, they also have the opportunity to review and relearn important online safety concepts. The kit puts students in the driver's seat and allows them to engage with their peers as the Internet safety "experts."

**"Research shows that elementary peer mentoring programs can increase the use of critical thinking skills, interpersonal skills, and conflict resolution skills."**

– Rekrut, M. D. (1994). Peer and cross-age tutoring: The lessons of research. *Journal of Reading*, 37(5), 356-362.

### Who should use this kit?

This kit is designed for educators and other adult advisors to use with middle and high school students.

Consider using it:

- In the classroom as part of an online safety curriculum.
- To help students fulfill school community service hours.
- As a youth group service project (e.g., scouting, 4-H, rotary clubs).

### What's in the kit?

- Overview of the main Internet safety and digital citizenship issues:
  - » Cyberbullying
  - » Digital ethics
  - » Digital literacy
  - » Inappropriate content
  - » Online privacy
  - » Sexting
  - » Unwanted sexual requests
- Internet safety activities and project ideas students can use with grades K-12
- Tips to help students lead their projects successfully

# Advisor Start Guide

## 1. Read through the kit.

Before letting students use the kit, you may want to read through it to familiarize yourself with its content and the main Internet safety issues. The student section of the kit starts with the “Student Start Guide.” Depending on the number of students participating, you may want each student to have an individual copy or have students divide into project teams and share a copy.

## 2. Review the issues with students.

The better students understand the issues, the more confident and effective they will be when talking about them. The “Review the Issues” section gives a brief overview of the main Internet safety and digital citizenship issues. It also includes discussion prompts you can use with students or have them use with each other to encourage critical thinking about the issues.

To give your students a more comprehensive look at the issues, consider delivering a NetSmartz Internet Safety Presentation. There are age-appropriate presentations for both tweens and teens that include news stories and activities to enhance students’ understanding of the issues.

Download the NetSmartz Internet Safety Presentations at [NetSmartz.org/Presentations](http://NetSmartz.org/Presentations)

**Tip:**  
Educators and other adults can learn more about the issues with the free Online Educator Training Program at [NetSmartz.org/Training](http://NetSmartz.org/Training).

## 3. Choose an Internet safety project.

The projects in this kit can help middle and high school students talk to younger students and their peers about online safety issues. Students can:

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

Review the project students choose to ensure it is issue- and age-appropriate for them and for their audience. For example, a project that addresses sexting may be appropriate for high school students but not elementary school students. If necessary, help students modify projects to fit their maturity level and that of their chosen audience.

In addition to picking the best project for their audience, students should also choose a project they can successfully implement. Help students consider their interests, abilities, access to materials, and number of available participants when choosing a project.

## 4. Help students find a project site.

You will need to set a time, date, and location for students to implement their project. Possible project sites include schools, community centers, religious centers, afterschool programs, and extracurricular youth groups (e.g., Girl Scouts).

Although students can deliver their projects at any time, sites may be more interested in having them come when there’s a greater focus on Internet safety or student leadership. Ask about students delivering their projects during times such as:

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

## 5. Help students prepare.

- Students may need help with logistics, such as getting project supplies, practicing their delivery, and traveling to the project site. There may also be other considerations, such as permission forms for school-based groups.
- Encourage students to practice their project until they are comfortable with it. Consider gathering a group of their peers or other adults for a practice session.
- Ask students to think about what questions their audience may ask and brainstorm answers in advance. Some audience members may have experienced cyberbullying or another type of abuse. Be prepared to step in if they share about these incidents during the student-led activities.
- Students may want to integrate additional Internet safety resources into their projects. They can download free materials, such as tip sheets, lesson plans, and videos from [NetSmartz.org](http://NetSmartz.org).

## 6. Give us your feedback!

Please help us continue to make the kit a useful tool for you and your students. After you have completed a project, share your thoughts and encourage your students to do the same.

### Advisor Survey:

<http://sgiz.mobi/s3/SPK-Educator-Feedback>

### Student Survey:

<http://sgiz.mobi/s3/SPK-Student-Feedback>

# 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](http://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>.



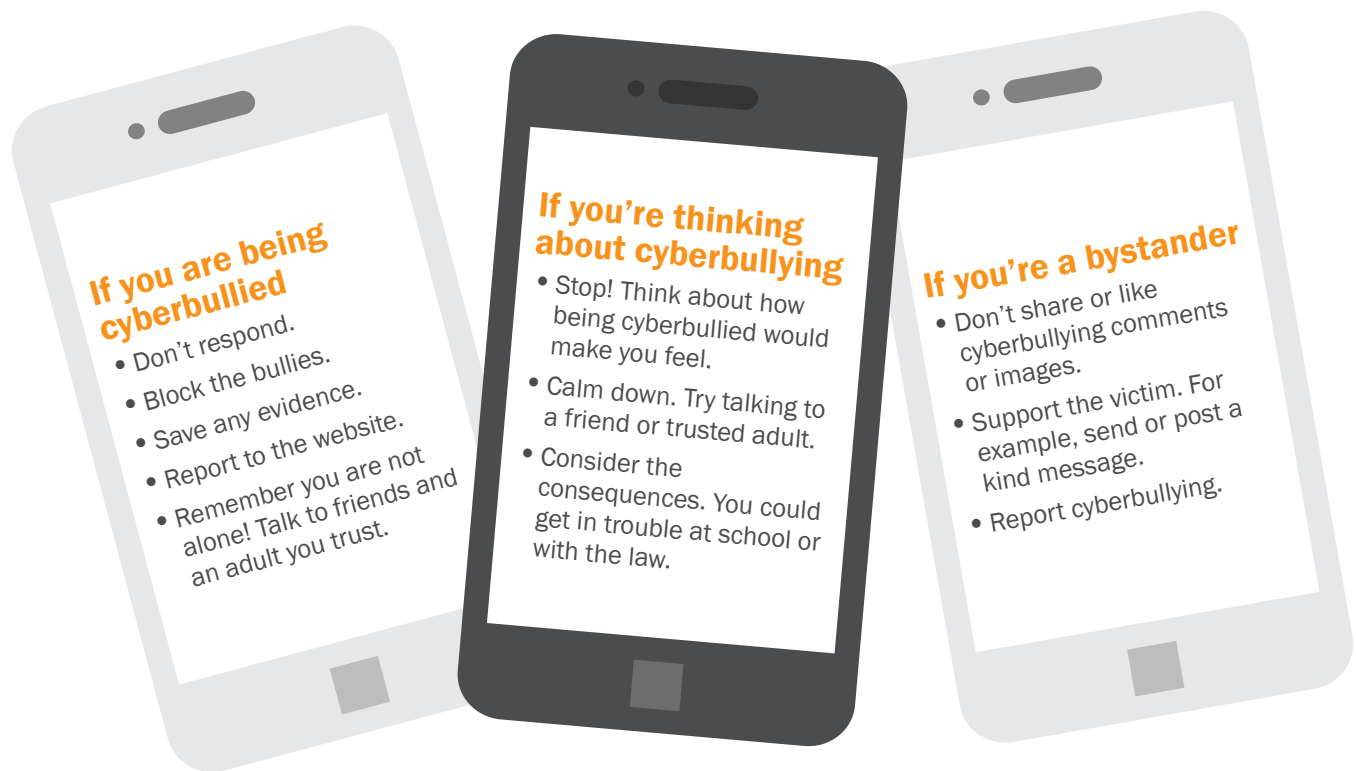
# Review The Issues

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.



## 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](https://www.net-smartz.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.<sup>1</sup> 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.<sup>2</sup> 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](https://www.cyberTipline.org).

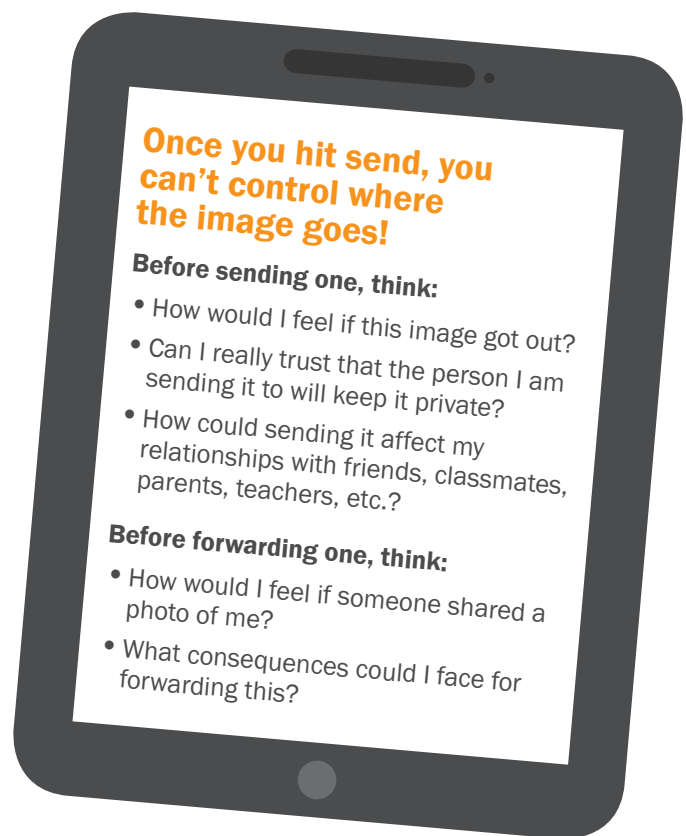
1 Mitchell et al. (2014). Trends in unwanted online experiences and sexting: Final report. Crimes against Children Research Center, University of New Hampshire: Durham, NH.

2 Ibid.

## 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.



### 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?

# 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.

An orange rectangular graphic with a white dotted circle in the center. Inside the circle, the word "PROJECT" is written in large, bold, white capital letters, and "#1" is written below it in a smaller, bold, white font.

# 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](http://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.

A dark blue silhouette of a person standing on a podium, facing a group of four children sitting on a bench. The scene is set against a white background.

### Tip:

Use the NetSmartz tip sheets to get more information about how to respond to the issues at [NetSmartz.org/Tipsheets](http://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

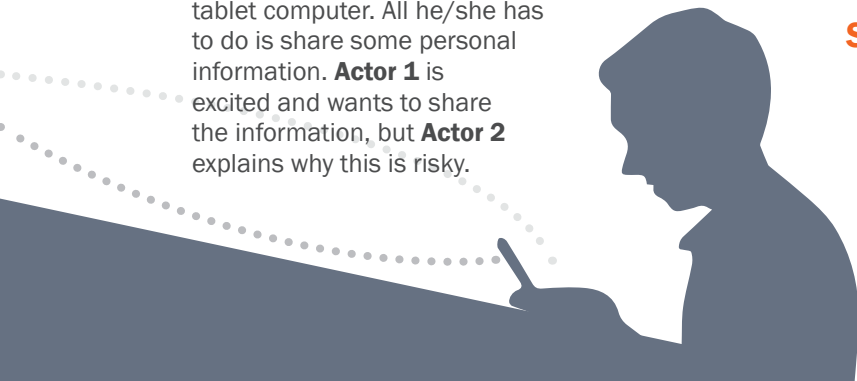
- **Actor 1** gets a friend request from someone that says he/she is a classmate. **Actor 1** doesn't know the person in real life, but is thinking about accepting the request. **Actor 2** shares why he/she believes accepting the friend request could be a bad idea.
- **Actor 1** is having a birthday 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

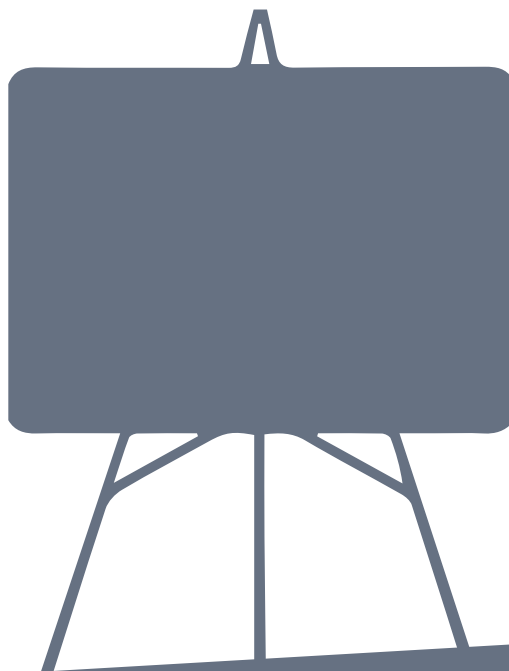
- **Actor 1**'s significant other asks him/her to text a sexy picture. **Actor 1** isn't sure what to do. He/She asks friends for advice. They tell him/her why it's risky to send these types of images. (e.g., Once you send an image, you lose control of it.)
- **Actor 1** receives a text of a sexy picture.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



# PROJECT #3

## Lead A Classroom Activity

These classroom activities will help you teach specific, age-appropriate Internet safety concepts.



## Activities for Grades K – 2

### Cyberbullying: Use Good Netiquette

This activity will help students understand how rude behavior can spread online.

#### You will need:

- “Bad Netiquette Stinks” video. Download it at [NetSmartz.org/NetSmartzKids/BadNetiquetteStinks](http://NetSmartz.org/NetSmartzKids/BadNetiquetteStinks)
- Computer hooked up to an LCD projector
- Goggles/glasses
- Marker
- Stirrers
- Two, 8-ounce cups
- Baking soda, ½ teaspoon
- Powdered laundry detergent, ½ teaspoon
- Tray or plate
- Green food dye (optional)
- Vinegar, 2-ounces
- Water, 2-ounces

#### What to do:

1. Have students watch the “Bad Netiquette Stinks” video. Then say, “*We’re going to do an experiment showing how easily bad netiquette can spread online.*”
2. Take the cups. Label one cup “Internet” and one cup “Bad Netiquette.”
3. Have a student mix the laundry detergent and the vinegar in the “Internet” cup.
4. Have a student mix the water and baking soda in the “Bad Netiquette” cup.
5. Take the cups from the students. Place the “Internet” cup on the tray. Hold up the “Bad Netiquette” cup. Say, “*When people use bad netiquette and are mean to each other online, it starts spreading just like this...*”
6. Pour the “Bad Netiquette” mixture into the “Internet” cup. The mixture will immediately foam over the cup.
7. Say, “*See how easily bad netiquette can spread online? But we can stop it by being kind and using good netiquette. Who can give me some examples?*” Write their answers on the board.

### Inappropriate Content: It’s OK to Tell

This activity will help younger students understand it’s not their fault if they come across inappropriate content online.

#### You will need:

- “It’s OK to Tell” video and discussion guide. Download them at [NetSmartz.org/NetSmartzKids/ItsOKToTell](http://NetSmartz.org/NetSmartzKids/ItsOKToTell)
- Computer hooked up to an LCD projector

#### What to do:

1. Show students the video “It’s OK to Tell.”
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.

### Trusted Adults: Thanks for Helping Me

This activity will help students learn about trusted adults.

#### You will need:

- A “Thank You Card” handout for each student. Find and download it at [NetSmartzKids.org/ClubUYNActivities](http://NetSmartzKids.org/ClubUYNActivities)
- Crayons and/or markers

#### What to do:

1. Tell students, “*Everyone needs help sometimes. What adults do you ask for help when you need it?*” Let students respond. Then ask, “*Why do you ask these adults for help?*” Write their answers on a board, pointing out the qualities that make an adult a **trusted** adult (e.g., makes them feel safer, listens to them, helps them).
2. Have students fill out the “Trusted Adult Contact List.”
3. Tell students, “*You should tell your trusted adult if anything or anyone online makes you feel sad, scared, or confused. To thank them, let’s make a card.*”
4. Pass out the thank you card template and crayons/markers. Direct students to make a card for one of the trusted adults on their list.



## Activities for Grades 3 - 5

### Cyberbullying: Words Matter

This activity will help students understand the impact of mean words said online.

#### You will need:

- Blackboard/whiteboard
- Paper doll pattern  
(You should be able to find a free one online.)
- Paper
- Scissors

#### What to do:

1. Have each student make a paper doll. Then ask them to crumple it up and then try to straighten it back out.
2. Ask students, *“Was anyone able to get all of the wrinkles out of their doll?”* (Hint: No one will be able to.)
3. Tell students, *“Mean comments online are like the wrinkles in our dolls. You can delete them, but you can’t get rid of them completely.”*
4. Ask students to brainstorm ways to be kind to each other online. Write their answers on the board.

### Digital Literacy: Webster’s Gecko Goof

This activity will help students understand that not everything they read online is true.

#### You will need:

- *Webster’s Gecko Goof* e-book and discussion guide. Download them at [NetSmartzKids.org/eBooks/WebstersGeckoGoof](http://NetSmartzKids.org/eBooks/WebstersGeckoGoof)

#### What to do:

1. Read the story aloud. Try using different voices to make your story more exciting.
2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions for students in younger grades. You may also want to add your own questions.

### Online Privacy: Shh! It’s Personal

This activity will help students learn about the importance of keeping personal information private.

#### You will need:

- Blank white notecards
- Pens/Pencils

#### What to do:

1. Ask students, *“Do you know what personal information is?”* (e.g., first and last names, home address, school name, phone number). Write their answers on the board.
2. Pass out the notecards. Ask students to write three pieces of personal information on each card, excluding their names. Ask them to try to think of personal information that is unique to them. Write your own card with personal information that will allow the class to easily guess your identity.
3. Collect the cards, shuffle them, and pass them out again, including your card. Have a few students read the information on their cards aloud. Make sure your card is read. Ask the class if they can guess who wrote the cards based on the information shared.
4. Say, *“As we just saw, personal information can tell people a lot about you. When you’re online, if a website or person asks you for personal information they can learn a lot about you, too, so you have to be careful about what you share. Make sure to ask a trusted adult before sharing any personal information.”*



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LEAD A CLASSROOM ACTIVITY

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## Activities for Grades 6 – 8

### 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](http://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: Art Swap

This activity will help students understand the importance of crediting their online sources.

#### You will need:

- Art supplies (paper, crayons/markers, glue, scissors, glitter, etc.)
- Prizes (e.g., ribbons, candy, etc.)

#### What to do:

1. Tell students that they are competing in a digital ethics poster contest. Explain what digital ethics is, with an emphasis on the importance of crediting artists and writers for the use of their materials. Give students 15-20 minutes to complete their posters.
2. After the posters are completed, have students swap posters until everyone has someone else's poster. Then announce it's time to judge the posters.

3. Pick three winners to award prizes (e.g., ribbons, candy, etc. You may also want to partner with the students' teacher to create a prize certificate that lets students skip a test or homework assignment.)
4. Award the prizes to the "winners." The students who win will receive prizes for posters they did not create. Ask the class, "Is this fair?" Ask the students who created the winning posters, "How does it make you feel to have someone else win an award for your work?" Ask the students who won, "How does it feel to win a prize for someone else's work?"
5. Tell students, "When you take someone else's work from the Internet and use it without giving them credit, you steal from that person. It could be money, it could be fame, you never know. So make sure to credit any online sources you use when writing papers, doing projects, even making videos. Think about how you would feel if someone stole the credit for something you made."

### 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](http://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.



## Activities for Grades 9 - 12

### Cyberbullying: Dear Friend...

This activity will help students think about cyberbullying from the perspective of the bully and the victim.

#### You will need:

- A news article about cyberbullying (Do not choose any stories that involve people from your community.)
- Paper
- Pens/Pencils

#### What to do:

1. Divide students into groups of two or four and have them read the cyberbullying news story.
2. Ask half of the groups to compose a letter to the cyberbully. The letters should 1) address why the cyberbullying may have started; 2) give advice for handling the situation's consequences; and 3) suggest tactics for not bullying in the future.
3. Ask the other groups to compose a letter to the cyberbullying victim. The letters should 1) address how the victim feels; 2) suggest ways of responding to cyberbullying; and 3) offer the victim words of encouragement.
4. Choose a few groups to share their letters aloud with the class. Thank them for sharing.

### Inappropriate Content: Two Kinds of Stupid

This activity will help students think about the consequences of taking inappropriate actions and sharing them online.

#### You will need:

- "Two Kinds of Stupid" video and discussion guide. Download them at [NSTeens.org/Videos/TwoKindsOfStupid](http://NSTeens.org/Videos/TwoKindsOfStupid)
- Computer hooked up to an LCD projector

#### What to do:

1. Ask students to go online and find news stories where people got in trouble for images and/or comments they posted online. Have students share their stories with the group. They should not choose stories involving people from their community.
2. Show students the video "Two Kinds of Stupid."
3. 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.

### Sexting: What Happens Next?

This activity will help students understand how hard it is to keep control over the content they share online.

#### You will need:

- Notebook paper
- Pens/Pencils

#### What to do:

1. Before starting your activity, write one of the following sentences at the top of each piece of paper:
  - » Her boyfriend asked for a sexy photo. She decided to send him one.
  - » A sexy photo of that girl from science class was going around the school.
  - » "My sexy photo was just for you," she said. "Why did you share it?"
  - » All of the guys on his team dared each other to send a nude photo.
2. Write "What Happens Next?" on the board so the entire class can see. Write these questions under it:
  - » Who saw the image?
  - » How did they react?
  - » How did the person who was in the photo feel when it was shared?
  - » What were the consequences for the person who took the photo?
  - » What were the consequences for the people who shared the photo?
3. Divide students into groups of three or four. Tell them, "We're going to play a game called 'What Happens Next?' I will give each group the first sentence in a story. Each person in your group will take a turn writing the next sentence of the story until I call time. Do not talk to each other about or work together on the sentences that you are writing. You can use the questions on the board for ideas about what to write."
4. Pass out the sheets of paper. Give the groups about 10 minutes to complete their stories.
5. After they're done, say, "In this activity, you couldn't control what happened after you wrote your line of the story. It didn't matter if you agreed or disagreed with what the next person wrote. Once you passed the story on, it was out of your hands. That's also what happens when you share something online. You may not be able to control what happens next. What do you think could happen if you shared something online you wanted to stay private?"
6. After students discuss the question, ask a few of the groups to share their stories. Thank them for sharing.

An orange rectangular graphic with a white dotted circle in the center. Inside the circle, the words "PROJECT" and "#4" are written in a bold, white, sans-serif font. "PROJECT" is on the top line and "#4" is on the bottom line.

## 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](https://www.net-smartz.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?*”

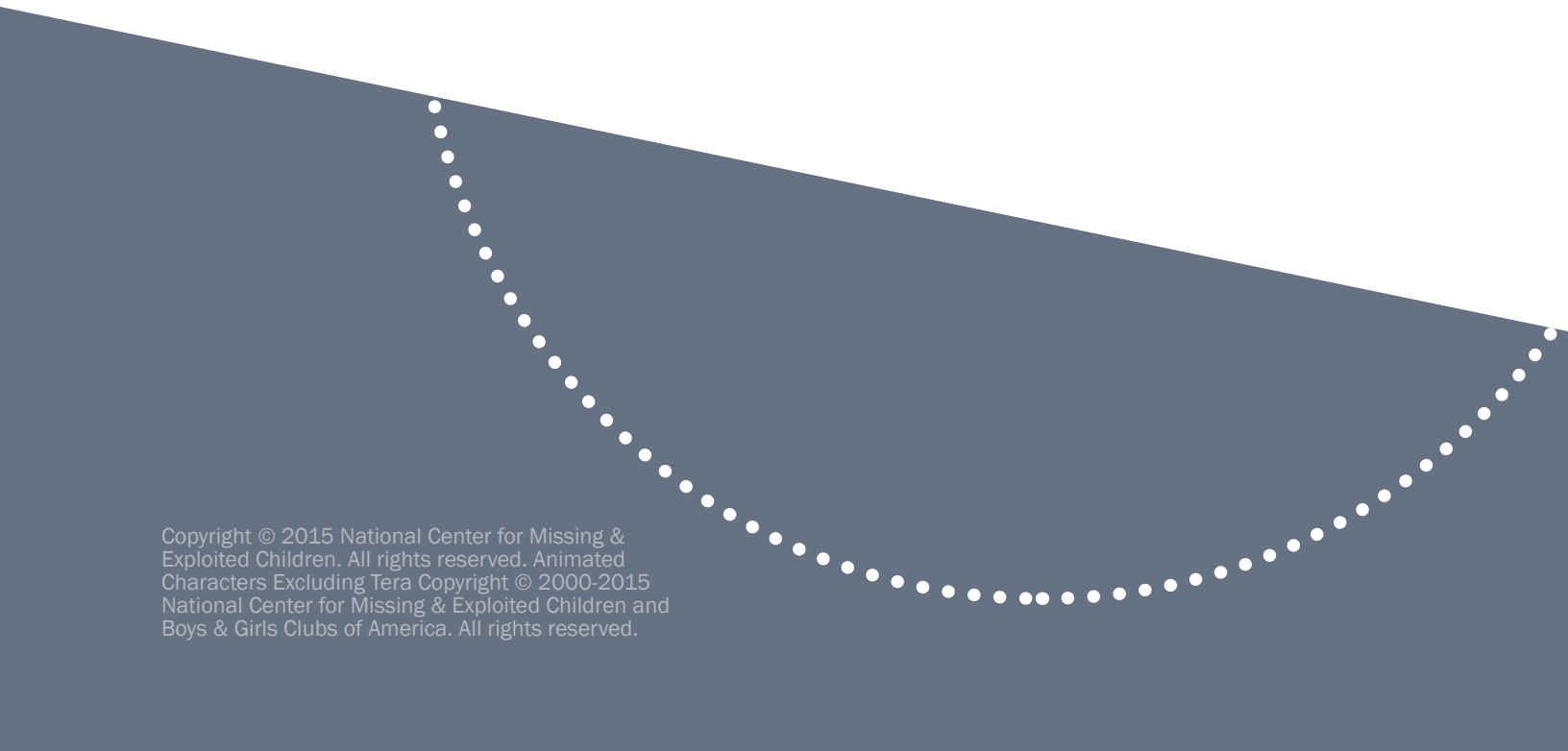
### Share daily tips.

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)



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