

Advanced Online Safety

For High School

Presenter's Guide



NetSmartz®

A program of the



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PART I: Presentation Features

This NetSmartz presentation is designed to give you flexibility as a presenter and to enhance the audience's experience.

- **Unlocked presentations**

You will be able to add, remove and change the order of the slides if you wish. You will **not** be able to edit individual slides.

- **Shorter presenter's notes**

The main points are now outlined in bulleted lists to allow you to personalize the presentation and speak more in your own words.

- **Suggested resources**

Throughout the presenter's notes, you will notice sections directing participants to additional resources from NetSmartz and other programs that they can use to further understand the topic.

- **Audience handout**

You may wish to bring copies of handouts such as "You Sent a Sext, Now What?" to your presentation to give to participants. This handout along with other tip sheets and resources are available at NCMEC.org/NetSmartz.

PART II: Presentation Length

The presenter's notes allow for a flexible presentation, as presenters can choose to cut information or talk more in-depth about a subject. Please make sure to build extra time into your presentation for Q&A.

Advanced Online Safety, High School: 45-80 minutes

PART III: Six Things to Know Before Giving a NetSmartz Presentation

1. Additional materials needed.

This PowerPoint presentation contains videos with sound and is meant to be projected on a large screen. In preparation for your presentation, make sure that you have:

An LCD projector

Projection screen

Speakers

2. Familiarize yourself with the latest technologies and trends.

Explore the latest online applications, gaming systems and cell phones. Consider logging on to popular social media sites and apps to see how they work.

3. Understand the risks.

The following are the five main risks discussed in this presentation:

- **Inappropriate Content:** Things you may not want children seeing or posting online including pornography, excessive violence and hate speech.
- **Online Privacy:** The protection of children's personal information such as passwords and phone numbers.
- **Online Enticement:** An individual communicating with someone believed to be a child via the internet with the intent to commit a sexual offense or abduction.
- **Sexting:** Sending or receiving nude or partially nude images, usually via cell phone.
- **Sextortion:** Children are threatened or blackmailed by a person who demands additional sexual content, sexual activity, or money from the child.
- **Cyberbullying:** The use of Internet technology or mobile technology, such as cell phones, to bully or harass someone.

PART III:

Six Things to Know Before Giving a NetSmartz Presentation (cont.)

4. Localize your presentation.

You may want to include real-life examples from your local community to illustrate possible consequences to online behavior. When deciding to include real-life stories, presenters should be cautious to only include stories that help reinforce concepts and skills that are included in the presentations. Stories that are intended solely to scare the audience into adopting safer behaviors should be avoided. You may want to find out about the state's laws and/or the school district's policies towards cell phones, cyberbullying and sexting.

5. Encourage respectful conversation.

Research the community where the presentation will be conducted and prepare a presentation that reflects a general understanding of the community's culturally relevant connections and challenges related to the content you will share. Throughout the presentation, encourage a safe space for all people to feel welcome. Participants should feel comfortable sharing their opinions without judgement. Promote open, respectful conversations where participants learn from each other to come together as a community to have these difficult and uncomfortable discussions about protecting children.

6. Include additional NetSmartz resources if you have extra time.

Consider printing copies of NetSmartz tip sheets for participants. The tip sheets are located at [NCMEC.org/NetSmartz/Resources](https://www.ncmec.org/NetSmartz/Resources). Also consider ways other reinforcing materials could be distributed to parents and families through other community partners.

PART IV: Frequently Asked Questions

Before giving the NetSmartz presentation for high school students look over the following frequently asked questions from parents. Please note that the answers below are simply guidelines; ultimately, you should respond according to your knowledge and skill as a presenter.

Q: What software should I install on our home computer?

A: Every family's needs are different. When researching which software would work best for your family, consider software with monitoring, filtering, and blocking capabilities. Also, check with your Internet service provider for free software. And remember, children often circumvent this type of monitoring, so, hands-on supervision and open communication with your child is still necessary and important.

(Note: NetSmartz does not endorse a specific type of software; however, if you have experience with particular software and are comfortable recommending it, please do.)

Q: How safe are apps and online games?

A: All of these sites have some risks, but the risks can be minimized by following some basic rules such as choosing appropriate screennames, setting profiles to private, and thinking before posting comments, images, and videos.

Q: At what age should I start speaking with my children about Internet safety?

A: NetSmartz materials have been created for children as young as five. However, it is never too early to begin the conversations about how to be safer once a child becomes interested in online technology.

Q: How many hours should my children be online?

A: It is up to you to determine the appropriate amount of time for your children to be online and set the rules that work best for your family. Many parents have seen success after setting these rules together with their children.

PART V: Glossary of Internet Terms

Chat Acronyms & Slang

An acronym used to communicate, usually through direct and text messaging.

Some acronyms include:

- ASL – Age/Sex/Location
- BRB – Be right back
- DTF – Down to f***
- IDC/IDEC – I don't [even] care
- IDK – I don't know
- IRL – In real life
- FML – F*** my life
- FR – For real
- FT – Facetime?
- HMU – Hit me up (aka "message me")
- IKR – I know right
- IMO – In my opinion
- IYKYK – If you know, you know
- KMS – Kill myself
- KYS – Kill yourself
- LMAO – Laughing my a** off
- LMK – Let me know
- LOL – Laugh out loud
- NGL – Not gonna lie
- NVM – Nevermind
- OC – Open crib (ex. "I have an OC" means no one is home)
- PFP – Pic for pic
- PRON – Porn
- RDH – Rate date hate?
- S2G – Swear to god

- SMH – Shaking my head
- SMIM – Send me an instant message
- TBH – To be honest
- TIL – Today I learned
- TMI – Too much information
- WDYM – What do you mean?
- WTF – What the f*** or Who the f***
- WTH – What the h***?
- WYA – Where are you? / Where ya at?
- WYD – What are you doing?

Some slang or lingo include:

- Basic – Used as an insult; if someone is "basic" they are very mainstream, which makes them boring
- Bop – Often used in the context of music; if a song is a "bop" that means it is very good
- Canceled – Used when a popular individual (usually a celebrity or influencer) does something controversial and the internet turns on them
"He's canceled" would mean he is now no longer in the good graces of the internet
- Cap – Often used to indicate that someone is lying about something; can be interchanged with the blue baseball cap emoji.
Alternatively, "no cap" means "no lie"
- Cringe – If something is "cringe" or "cringy" it is awkward and gives you second hand embarrassment

PART V: Glossary of Internet Terms (cont.)

- Drip – Used when speaking about someone's outfit/aesthetic; context needed
- Ghost – When someone "ghosts" you it means they cut off all interaction with you
- Glow up – When someone looks considerably better than they did before; often a drastic change in appearance for the positive
Alternatively, "glow down" means the opposite
- High key – When you want to strongly emphasize your opinion on something
Ex. "high key, she's so rude"
Alternatively, "low key" means you are still emphasizing your opinion but on the down low; the opinions can be controversial
- Mid – Something/someone that is neither great nor terrible; middle ground; often used negatively
- Period – Used to emphasize the point made in conversation
- Pull – An individual's ability to attract romantic partners.
Often used in the context of if an individual is "pulling" which indicates the high ability to attract romantic partners
- Ratio – When someone has a high quantity of replies compared to likes; originated on twitter and has a negative connotation.
If you are "ratioed" that means the high volume of comments on your post are negative in nature and/or disagreeing with your post. Which is why your like count is low.
- Rizz – Derived from charisma; indicates a person's overall charm when trying to flirt
- Slaps – Often used in a positive context; if something "slaps" that means it is very good
Can be used for actions, music, products, media etc.
- Slay – Often used for platonic admiration/support
- Sus – Short form for "suspicious"
- Tea – Used to indicate gossip or secrecy.
Often used in the phrase "spill the tea" (tell me the gossip)
- Vibes – Indicates how someone feels about a situation/person

Direct Messaging

Through direct messaging (DM), users can send and receive messages to anyone on certain social media platforms often regardless of "friend/ follower" status. Messages from followers appear almost instantly in the recipient's inbox, while messages from non-followers must be approved by the recipient in order to open.

PART V: Glossary of Internet Terms (cont.)

File-Sharing Program

Any program that allows many different users to share files, such as movie, music, and image files, directly with each other. There may be a risk of illegally downloading materials or downloading a computer virus.

Geolocation Services

Users may use these services to share their locations with their friends or with other users. Some social media applications utilize maps so that users can continually share their location with friends.

Grooming

This is the process a person uses to manipulate minors into sexual relationships or into producing sexual images of themselves. It often includes secrets, the giving of compliments or gifts.

Instant Messaging

Through instant messaging (IM), users can quickly exchange messages with other online users, simulating a real-time conversation or "chat." Messages appear almost instantly on the recipient's screen.

Live Streams

An interactive video stream involving one party live streaming a video of themselves and viewers publishing comments. Live streams can take place on a multitude of social platforms including Facebook, Instagram, TikTok, and Twitch.

Online Enticement

Involves an individual communicating with someone believed to be a child via the internet with the intent to commit a sexual offense or abduction. This is a broad category of online exploitation and includes sextortion, in which a child is being groomed to take sexually explicit images and/or ultimately meet face-to-face with someone for sexual purposes, or to engage in a sexual conversation online or, in some instances, to sell/trade the child's sexual images. This type of victimization takes place across every platform, social media, messaging apps, gaming platforms, etc.

Predatory Offender

An individual who uses the Internet to connect with minors in order to develop a sexual relationship. This may mean getting the minor to meet face-to-face and/or convincing the minor to produce or allow sexual images to be taken of him or herself.

Self-Generating Child Sexual Abuse Material (SG-CSAM)

Explicit imagery of a child that appears to have been taken by the child in the image. This imagery can result from both consensual and/or coercive experiences. Kids often refer to consensual experiences as "sexting" or "Sharing nudes."

Sexting

The use of cell phones to send sexual messages, pictures and videos.

PART V: Glossary of Internet Terms (cont.)

Sextortion

Sextortion is a form of child sexual exploitation where children are threatened or blackmailed, most often with the possibility of sharing with the public a nude or sexual images of them, by a person who demands additional sexual content, sexual activity, or money from the child. This crime may happen when a child has shared an image with someone they thought they knew or trusted, but in many cases, they are targeted by an individual they met online who obtained a sexual image from the child through deceit, coercion, or some other method. In many cases, the blackmailers may have stolen or taken images of another person and they are communicating through a fake account. The blackmailer may have sent images as well.

Smartphone

Unlike its more basic counterparts, smartphones have operating systems and allow users to run applications similar to those used on computers. For example, users may be able to view, create, and edit documents from a smartphone.

Social Media

Internet applications that are used to facilitate communication between users. These applications include:

- E-mail programs such as Gmail™
- Live-streaming platforms such as Twitch

- Picture and video sharing sites such as BeReal, Instagram®, SnapChat™, TikTok® and YouTube®
- Social networking sites such as Facebook®, Threads and X
- Virtual worlds and game networks such as Fortnite®, Minecraft, PlayStation Network, PUBG®, Roblox® and X-Box®
- Voice over Internet Protocol (VoIP) and instant messaging social platforms such as Discord

Social Networking Site

An online community where people from all over the world may meet and share common interests. These sites allow members to set up a profile, which may include information such as name, location, phone number, age, and gender. Often users will post pictures and videos.

Vlog

Video logs, or vlogs, are an increasingly popular format of communication. Utilizing platforms such as YouTube, "vloggers" document the activities of their daily life on camera.

Webcam

Webcams, also known as "cams," are video cameras set up on home computers or laptops that can be accessed online.

Slide 1



(Introduce yourself)

NOTE: To keep in mind throughout the presentation: If news comes up in the media and is relevant to the content, you may consider weaving it into the discussion as you see fit. Make sure not to use news that is too graphic or took place in the organization, school, or community where you are presenting.

About this presentation:

- Key points: The key points help the facilitator address the main learning objectives on the slides.
- Facilitator's Notes: The facilitator's notes are in a script format. However, the facilitator's notes provide information, guidance, and support to help you prepare and deliver the presentation. You can use the information to fit the presentation's needs, the facilitator's style, and/or time constraints.

Learning objectives and what to do

- How to build and practice emotional and social skills such as empathy, problem solving, critical thinking, and dealing with rejection.
- Why you should never reshare mean or inappropriate content of someone else.
- How to create and maintain healthy relationships online.
- About being an upstander.
- About reporting tools and other helpful resources.

Slide 2



Key Points

Raise your hand if you have had conversations about internet safety.

- At home.
- At school.
- With your friends.

Important conversations to have at home, school, and with friends include:

- How to deal with unwanted sexual requests.
- What could happen if you share too much information online.
- Being cyberbullied.
- Facing victimization from other people resharing your photos online.
- Enduring sextortion.

Bottom line is that if participants pay attention, they will walk away ready to help themselves and their friends deal with difficult situations that come up online.

So, if you pay attention here today, you will walk away ready to help yourself and your friends deal with some of the difficult situations that come up online.

Facilitator Note:

- Raise your hand if you have had conversations about internet safety at home.
- Raise your hand if you have had conversations about internet safety at school.
- If you ever talk about online safety topics with your friends, raise your hand.

Great!

It's important to talk about these issues with your family, at school, and with friends to help you and others have positive online experiences.

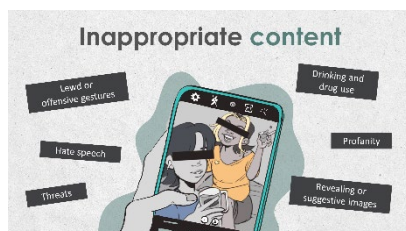
This presentation will remind you about how you can be safe online and also provide you with some information to help others be safe online and avoid risks like:

- Dealing with unwanted sexual requests.
- What could happen for sharing too much information online.
- Being cyberbullied or engaging in cyberbullying.
- Facing victimization from other people resharing their photos online.
- Enduring sextortion.

Even if you know how to avoid all of these things, there are some teens who do not. One of them could be your friend, sibling, or classmate. Good digital citizens protect themselves and others online.

So, if you pay attention here today, you will walk away ready to help yourself and your friends deal with some of the difficult situations that come up online.

Slide 3

**Key Points**

- Some online interactions can make us feel uncomfortable.
- Behaviors that put you at risk include:
 - **Sending** mean or rude messages.
 - Sharing or **resharing** inappropriate pictures through online posts or text messages.
 - Talking about adult subjects, like sex, with people you don't know.
- Review examples of inappropriate content (slide bullet points).
- It is important to not only avoid inappropriate content online, but to refrain from **posting** it yourself.

Facilitator Notes:

We all have had interactions or situations on apps or games **that made us feel uncomfortable**. Maybe you had a conversation that did not make you

feel good, or you were tagged in a picture where you did not like how you looked, or the comment left on your post was not nice. Maybe you were the one that left that no-so-nice comment or posted a picture without asking permission from your friends in the photo. Unfortunately, these interactions can cause more problems than just making you feel uncomfortable.

These are some of the **behaviors that can put you at risk**:

- Sending mean or rude messages.
- Sharing or **resharing** inappropriate pictures through online posts or text messages.
- Talking about adult subjects, like sex, with people you just met online, or only know online. It is best to avoid having adult-subject conversations online.

By now, you probably know there is a lot of inappropriate, harmful, and even dangerous content online – and some of it is stuff that you don't want to see. Many teens handle this inappropriate content by navigating away from it or by reporting it.

Now that you're older, it's not only important to **avoid inappropriate content online**, but to refrain from **posting** it yourself. You should be cautious about posting images and comments that are inappropriate, content that includes:

- Drinking, drug use, and other criminal activities.
- Hate speech, such as slurs against someone.
- Lewd or offensive gestures.
- Profanity.
- Revealing or suggestive images.
- Threats.

Slide 4



Posting these things online, whether a private or public post, may:

- Lead to your friends and peers gossiping about you or avoiding you.
- Get you in trouble with your parents, school, or the law.
- Damage present or future opportunities like school sports teams or clubs.
- Open the door for others to bully or even blackmail you.
- Cause you emotional harm.

Slide 5

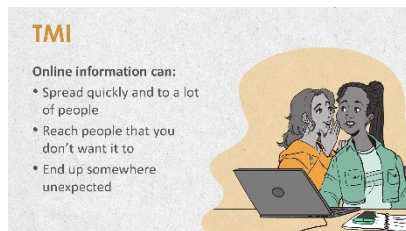


Defining what information is inappropriate can be tricky, but here's a good rule of thumb. If it can get you in trouble **offline**, it will probably get you in trouble **online** too.

In order to limit misunderstandings, consider the following before posting content online:

- Would the adults in my life – parents, relatives, teachers, coaches, and employers – think this is appropriate?

Slide 6



How many of you share information about yourselves through social media sites like Instagram, and/or online games?

It can be easy to put a little bit too much information about yourself in a lot of places online. You may not even realize how much you're sharing.

Let's try to **be careful about how much you share because** online information can:

- Spread quickly and to a lot of people.
- Reach people that you don't want it to reach.
- Be captured without you noticing. You do not know if someone took a screenshot of your info, pictures, or video.

The internet doesn't keep things private just because you want it to. You should even be careful about what you post when using apps that promise anonymity, such as Discord, Whisper, or Snapchat. Privacy cannot be guaranteed online.

You should not share information about your life that should be private because this can lead to harassment, blackmail, and/or stalking.

Slide 7



Take a minute to think about how much information you are comfortable sharing online. Are you the type of person who posts status updates 12 times a day or 12 times a year? No matter which type of sharer you are, you should be careful about sharing personal information like:

- Passwords.
- Home address.
- Location.
- Home/cell phone number.
- Email address.
- Vacation plans/logistics.
- Family dynamics.
- Family information.

It's not that you should never share this information. There are a lot of great, legitimate sites that require it. **But once you put information online, it's easy to lose control of who sees it and what they do with**

it. **Revealing personal information online can make you a target** for identity theft, scams, computer hacks, and other trouble.

I know you all know this information, but sometimes it is important to get a remainder.

Emphasize that it is important to keep some things private, whether online or offline. You would not share every detail of your life with all the students in your school, right?

Slide 8



Key Points

Activity – ask participants the questions on the slide.

OK to share:

- Pictures of family and friends, but only with permission.
- Casual conversations in a game are OK. For example, who is your favorite soccer player?
- Geolocation, but only share with family and closest friends for security reasons.
- General information about yourself is OK – for example, your favorite sport.

Personal information you don't want to reveal

Geolocation in a social media post or as a default setting in apps or games.

- Family information, such as sharing parents' place of work.
- Passwords.
- Details or private information about your life.
- Moving conversations to a private platform (example: moving from a game chat to Snapchat or another private chat).
- Explicit content.

Facilitator Notes:

Activity: Ask participants these questions and ask them if it is OK or not OK to post. This exercise can help you understand how teens navigate some of these issues online.

OK to share:

- **Pictures of family and friends** as long as they are posted with permission from the caregiver and the people in the picture.
- **Casual conversation in a game:** Many kids play computer games or games on a console like Xbox that allows them to talk to other players. This kind of casual conversation is usually fine when kids stick to talking about the game, but teach your children how to report and remind them to ask for help if someone makes them feel uncomfortable.
- **Geolocation:** Sharing with family and close friends for safety is OK.
- **Family Information:** It is OK to share general info about your family, for example, how many siblings do you have? Are you the oldest or the youngest? (But it should be a red flag if the person asks specific or too

many questions, such as, what time do your parents get home from work? What school does your sister go to? What time is your soccer practice and where?)

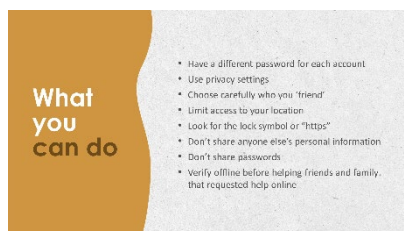
However, there are certain pieces of personal information that you definitely don't want your kids to reveal.

Not OK to share:

- **Geolocation:** Posting pictures, videos, or live streaming should not include geolocation, especially if it shows the child's school, home address, or other places that the child visits frequently.
- **Family Information:** Children should not share information like their parents' work, siblings' schools, or activities with people they talk to online.
- **Passwords:** Children should not share their passwords with friends or family online or offline.
- **Videos/Photos/Livestreaming in secluded places:** Children should not share pictures, videos, or live streams in secluded places like their bedroom with people they talk to online, and it should be a red flag if they get this request.
- **Details/private information about their lives:** One of the tactics of grooming is relating with kids by sharing common interests, and children may share information about their lives with people online. Some things, like the sports they like to play, may be OK. However, very specific details or family dynamic information should not be shared with their friends online.
- **Sharing explicit content:** Talk to your child about sharing explicit content with people online and develop safe rules that work for both of you.
- **Moving conversations to a private platform:** Even though kids might feel more comfortable talking to their friends in a private chat app like Snapchat, WhatsApp, or Instagram, it is important to tell your child that it is not a good idea to move conversations from the game chat platform to a private chat because some people might not have the best intentions. It is safer to keep conversations in more general and public settings, if possible.

(Note: If there is a time constraint, you could skip this slide.)

Slide 9



Key Points:

- Create strong passwords.
- Choose carefully who you 'friend'.
- Limit access to your location.
- Look for a lock symbol or "https".
- Don't share others' personal information.
- Don't share passwords.
- Do not help friends or family that contact you online.

Facilitator Notes

Guard your personal information online:

- **Create strong passwords** like long phrases that are easy for only you to remember (include numbers and special characters) and change your password frequently.
- **Use privacy settings** to limit who has access to your information. This can change often, so don't forget to check regularly and make sure your information is still limited to the people that you want to see it.
- **Choose carefully who you 'friend'** Even though you can have meaningful relationships online and offline, it is important to maintain privacy online as you would in person; you do not share everything about your life with every friend you have or with the whole school. The same principle applies online.
- **Limit access to your location.** A lot of services and devices have GPS capabilities, which let you share where you are. For example, geolocation tags may be automatically embedded in the pictures you take with smartphones and tablets. Make sure to disable these functions and only give your closest friends and immediate family the information about your whereabouts.
- **Look for a lock symbol or "https"** in the address bar of websites that ask for financial information.
- **Don't share others' personal information** – for example, never share a friend's cell phone number online.
- **Don't share passwords** even with close friends, a boyfriend, or a girlfriend, or with family members who ask for it online.
- **Do not help friends or family that contact you online** through social media, email, or texts asking you for information, favors, or to click links. This could be a scam. Call and confirm before and ask your parents/caregivers.
- **Be very cautious about answering** DMs, chats, or emails sent to you by people you don't know.

Suggested activity

NetSmartz Workshop offers the tip sheet "Social Media Safety for Teens" at [NCMEC.org/NetSmartz/resources#tipsheets](https://www.ncmec.org/NetSmartz/resources#tipsheets). Have teens read it and discuss why they are or are not following the tips.

Slide 10



Online enticement involves an individual communicating with someone believed to be a child via the internet with the intent to commit a sexual offense or abduction.

This is a broad category of online exploitation, and it includes sexortion, in which a child is groomed to take sexually explicit images and/or ultimately meet face-to-face with someone for sexual purposes, or to engage in a sexual conversation online, or, in some instances, to sell and/or trade the child's sexual images.

This type of victimization takes place across all platforms.

Slide 11



Key Points:

Activity:

Discussion Questions to ask the participants:

- Some adults might think that the younger generation does not communicate with their parents about what they are doing online. What do you think of that?
- Have you heard the term grooming?
- What do you think grooming means?
- What would you think if you were talking to someone online and they wanted to move the conversation to a different platform? Did you know that can be a sign of grooming? What are other signs?

Defining Grooming

- One tactic used in grooming is keeping the child isolated and unable to speak out.
- Someone trying to groom you might... (read the slide bullet points).

The grooming process varies:

- In some cases, the grooming process may take a long time
- In other cases, it may only take hours
- If someone is threatening you, tell an adult that you trust and/or report it to NCMEC immediately.
- Anything that makes you uncomfortable, afraid, upset, or is inappropriate should be reported whether or not there are signs of grooming.
- Talk to a trusted adult right away.
- Make a report.
- Or grooming can lead to sextortion.

Facilitator Notes

Activity:

Some adults might think that the younger generation does not communicate with their parents about what they are doing online. What do you think of that?

Ask participants:

- Have you heard the term grooming?
- What do you think grooming means?
- What would you think if you were talking to someone online and they wanted to move the conversation to a different platform? Did you know that can be a sign of grooming? What are other signs?

Then define and give examples about grooming:

One tactic used in grooming is keeping the child isolated and unable to speak out.

It is important to remember that grooming has many forms and that it can happen over an extended period, or it can happen quickly.

Someone trying to groom you might:

- Flatter you
- Discuss adult subjects, like sex
- Send you gifts, like cell phones, bus tickets, or money

- Ask you to keep secrets, such as not telling anyone about your relationship with them
- Turn you against your family and friends; they want you to depend on them
- Share or ask for revealing images
- Blackmail you

Or they may blackmail you. If you've shared revealing images or secrets with someone, they may threaten to make them public unless you send more content or money. This type of blackmail is called sextortion, and it is a crime. The grooming process varies. In some cases, the grooming process may take longer, and in other cases, it may take hours. If someone is threatening you, you should not give in. Instead, tell an adult you trust and/or report it to NCMEC immediately so they can help report it to law enforcement. Remember that sextortion is a crime, and you should not deal with this on your own.

It is important to know that a person might do something harmful to you online even without any of these grooming behaviors. Anything that makes you uncomfortable, afraid, upset, or is inappropriate should be reported, whether or not it is a sign of grooming. Talk to a trusted/safe adult right away about any online behavior that is inappropriate, or if you think someone might be grooming you to do something dangerous or inappropriate. You can also report inappropriate conversations or pictures to the CyberTipline.

To learn more about grooming: <https://www.d2l.org/child-grooming-signs-behavior-awareness/>.

Slide 12



Sometimes sexual solicitations can develop into dangerous relationships with adults. In these cases, the adult tries to gain your trust by offering affection, attention, gifts, or other goods.

They may even try to meet you offline. Sometimes you may meet someone online and the conversation quickly turns into sexual solicitation.

This behavior is called grooming, and it can be difficult to identify because while many of your offline and online friends have your best interests at heart, some may not. As a result, it is important to be careful with inappropriate requests.

(Note: If there is a time constraint, you can skip this slide.)

Slide 13



Key Points:

The CyberTipline shows that people often go to great lengths and can be really skilled at pretending to be someone they are not.

Victimized teens might be afraid to speak out because:

- They have been threatened.
- They feel guilty and think people will blame them.
- They think that no one will believe them.
- They feel confused and do not know what to do.
- They feel alone and do not know who they can reach out to for help.

- Boys may feel more embarrassed if this happens to them.

It's never your fault!**Red flags:**

- If an **adult** acts interested in a **romantic relationship** with you or **offers you a job** without reaching out to your parents/caregivers for their permission.
- If you meet a very cute person your age and **things move super-fast right after you start chatting** (sometimes people use other people's pictures to create a fake account and to groom teens).
- Making the **relationship extremely sexual** (asking you a lot of questions about sex, complementing you mostly about your looks/image, and/or sexualizing most conversations).
- Isolating you from your friends and family.
- **Changes in temperament** (sometimes they're really nice and sweet and other times they're angry, controlling, or jealous).
- Asking you to **keep secrets** (your relationship, conversations, etc.).
- Making you feel like they are the only one who understands you.
- Overall, you feel **unhappy, confused, and guilty** about the relationship.

Facilitator Notes:

Some people are so good at manipulating others that sometimes we don't even realize we've been tricked.

Can you imagine what tactics a person might use to convince a teen that they are also a teen? How hard is it to make a fake profile and convince someone that it is a real person?

What tactics might an online predator use to convince a teen that they are also a teen? Consider how hard (or easy) it may be for a person to create a fake profile to appear as if they're a real person.

Teens might be afraid to speak out about it because:

- They've been threatened.
- They feel guilty and think that people will blame them.
- They think that no one will believe them.
- They feel confused and do not know what to do.
- They feel alone and do not know who they can reach out to for help.
- Boys may feel more embarrassed if this happens to them.

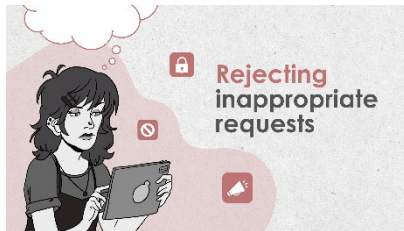
It might seem easy to tell if someone online is not who they say they are, but according to NCMEC's **CyberTipline**, **many people go to great lengths and are really skilled at pretending to be someone they are not.**

It's never your fault, and you should not be ashamed to tell someone and ask for help. The fault lies with the adult because responsible adults do not start or have romantic relationships with teens.

Red flags:

- If an adult acts interested in a romantic relationship with you or offers you a job without reaching out to your parents/caregivers for their permission.
- If you meet a very cute person your age and things move super-fast right after you start chatting (sometimes people use other people's pictures to create a fake account and to groom teens).
- Making the relationship extremely sexual (asking you a lot of questions about sex, complementing you mostly about your looks/image, and/or sexualizing most conversations).
- Isolating you from your friends and family.
- Changes in temperament (sometimes they're really nice and sweet and other times they're angry, controlling, or jealous).
- Asking you to keep secrets (your relationship, conversations, etc.).
- Making you feel like they are the only one who understands you.
- Overall, you feel unhappy, confused, and guilty about the relationship.

Slide 14



Key Points:

- Sometimes you can feel pressured to comply with a request.
- Sometimes, things are just happening too fast, and you make snap decisions.
- Sometimes we do not feel comfortable saying no or we do not know how to respond.
- It is not common for teens to send explicit images or videos.
- Before you decide, step back, take some time to think about it, and talk to a friend or trusted adult.
- A sexual solicitation is any unwanted request, or a request made by an adult (give some examples/see facilitator notes).
- You have the right to say **NO** to inappropriate requests.
- Practice ways you can reject unwanted requests.

Facilitator Notes:

Let's talk about who you're talking to. It's important to remember that some people don't have the best intentions and may make inappropriate requests. Sometimes you can feel pressured to comply with the request because you may really like the person and not want to lose that connection, or sometimes, you really want to send a picture because you feel that there are some benefits. For example, it might make you feel validated, or you want to take your relationship further. But remember that people who care for you will not do things that could hurt you or put you at risk.

Sometimes, things are just **happening too fast, and you make snap decisions** to keep up with the situation. But **remember that it is not common for teens to send explicit images or videos. If someone is asking you or pressuring you into sending compromising photos, you should step back**, think about it, and **talk to a friend or trusted adult**. See how you feel and again, take some time to think about it before you decide.

As you think about it, you might find out that the person asking may not have your best interest at heart, or you might not want to send it.

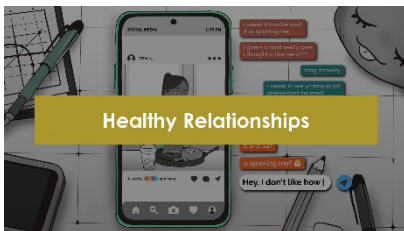
Also, it is important to keep in mind that **if the request is unwanted or made by an adult, then it's called a sexual solicitation.**

Here are some examples of solicitation:

- You're in a video chat with someone online and he asks you to pull up your shirt.
- A friend keeps asking you for revealing pictures even though you keep saying no.
- You're talking to someone on a social media site who asks you sexual questions and wants to meet up.

If another teen or an adult asks you to do something like this, you don't have to do it. Some teens are bothered by these requests, while others aren't. But you **all** have the right to say **NO**.

Slide 15



(Click to show video.)

Slide 16



Key Points

After watching the video, let's talk about it.

Ask participants the following questions (if time is limited, ask only the first question or combine them)

What are some red flags in the video?

Allow participants/children to name some red flags in the video:

- Love bombing.
- Controlling behavior.
- Trying to isolate the girl from her friends and family.
- The girl feels unhappy as though something isn't right in the relationship.
- The boy shows strong emotions and demands why the girl isn't hanging out with him.

What would you tell a friend who had a similar experience as the one in the video?

Let them know it is not their fault. Anyone can find themselves in an unhealthy relationship. The important thing is to be there for your friend.

Support them as best you can and try to identify a trusted adult who can help them.

Acknowledge that ending a relationship can be really scary. But emphasize unhealthy relationships can lead to more serious issues, like victimization. Tell your friend they deserve better and it's important for them to prioritize their safety and well-being.

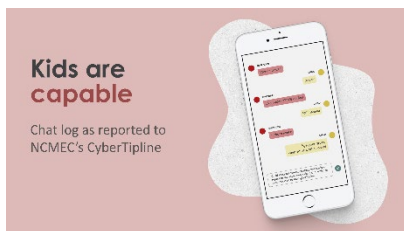
Encourage them to talk to a trusted adult. They can provide guidance and resources to help your friend navigate this difficult situation.

Ask how you can support them. Be present, show your support, and check in on your friend.

Encourage them to reach out to a trusted adult to create a safety plan. This could include healthy ways to cope with situations. Encourage your friend to name three trusted adults they could talk to or ask for help, or advice on what to do if the person they're dating makes them feel unsafe.

For more information about this video or to have other discussion questions, visit <https://www.ncmec.org/netsmartz/videos#middleandhighschool>

Slide 17



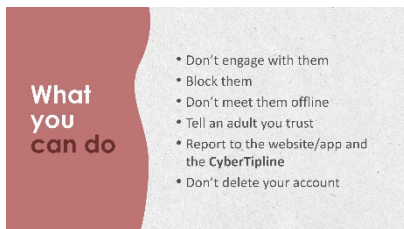
It is **OK** to say **NO** even if you think you are being rude. **It can be hard for some of us and it's OK that not everyone is comfortable rejecting people or saying no; however, practicing ways you can say no** will help you feel more prepared.

Here is an example of when a 15-year-old **rejected a request** and **made a report** about inappropriate behavior online.

Remember that **even if you are not bothered** by an inappropriate comment, you should **still report it** to help keep the internet safe for others. Remember that the person sending you inappropriate messages or pictures **is probably trying to do the same thing to another child, who may be younger or more vulnerable.**

(Note: If there is a time constraint, you can skip this slide.)

Slide 18



Key Points:

It's OK for you to be upset.

What to do if you get any unwanted sexual requests... (read the list on PowerPoint slide).

If you can't identify an adult you can talk to, reach out to NCMEC. NCMEC is here to help.

Reasons why teens don't want to talk to an adult:

- They are worried the adult will overreact.
- They are afraid they'll be blamed.

- They think the adult can't help.
- They are embarrassed.
- They worry they will get in trouble.
- They don't feel safe sharing this information with the adults in their lives.

Facilitator Notes

Even though many teens aren't bothered by these kinds of requests, **it's OK for you to be upset**. If you get any kind of unwanted sexual request, you should:

- Refuse to engage them. Refuse to talk about sex, and don't accept or share sexual images.
- Refuse to meet them offline.
- Block or unfriend the person who sent it.
- Report any inappropriate behavior to the website or app you're using.
- Talk to someone, like a friend, an older sibling, or an adult you trust.
- Refuse to comply with their request.
- Practice how you would you reject these requests.
- Identify some adults in your life that you can talk with and get advice or help.

Sometimes it can be difficult to identify an adult you can talk to. If you can't find an adult to talk with, please reach out to NCMEC – we are here to help.

Telling an adult that you trust is important, even if you've already handled the situation. Some teens don't want to talk to an adult because they:

- Worry the adult will overreact.
- Are afraid they'll be blamed.
- Think the adult can't help.
- Are embarrassed.
- Will get in trouble.
- Do not feel safe sharing that information with the adults in their lives.
- Feel shame, embarrassment, and guilt.
- Think they can handle the situation alone.

But telling someone like a teacher, school counselor, parent, or other relative can be a good move. They can help you take the next steps, such as deciding what evidence to save. They can also help you get some perspective about the situation. No one should make you uncomfortable online, especially adults. Get an adult that you feel comfortable talking with to help you handle and report the situation.

When you make a report to the CyberTipline, the National Center for Missing and Exploited Children makes that report available to law enforcement.

Suggested Activity (if there is time)

Divide the audience into pairs and have each pair answer the question, "What advice would you give a friend who was thinking of meeting someone offline?" If you have more time, ask the pairs to act out their scenarios with one teen giving advice and the other teen receiving advice.

Slide 19



Key Points:

- Do not only ignore. Report to keep others safe.
- That person may be contacting others.
- Report to CyberTipline anyone who:
- Sends you adult images.
- Asks you to send images of yourself.
- Talks to you about adult subjects.
- Asks you to meet offline.
- Tries to or is blackmailing you into sending money or more content.
- Reshapes your images.
- Do not delete your account! By doing so, you are deleting evidence.

Facilitator Notes:

An adult can also help you report to law enforcement and NCMEC's CyberTipline. All reports made to NCMEC's CyberTipline are made available to law enforcement for their review and investigation. They have specialized training on these types of cases, and they want to help.

You can report:

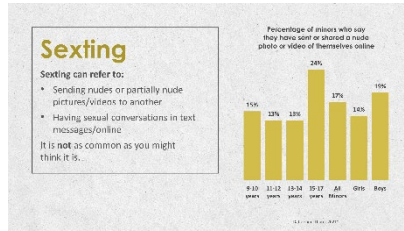
- Anyone who sends you adult images.
- Anyone who asks you to send images of yourself.
- Anyone who talks to you about adult subjects.
- Anyone who asks you to meet offline.
- Anyone who is blackmailing you into sending money or more content.
- Anyone who reshapes your images.

It may seem easier to just ignore these kinds of requests instead of reporting them, but when you make a report, you help make the internet that much safer for your friends, siblings, and peers. The person contacting you may be reaching out and doing the same thing to children who are younger or more vulnerable than you.

Do not delete your account. By doing so, you are deleting evidence that can help capture and stop this predator.

Also, they may contact you in other ways, or they may contact you again later.

Slide 20



Key Points

Sexting is the sharing of nude or suggestive pictures and videos through text messages.

Sexting is not common. Only **19.3 percent of teens are sexting**; that means that **80 percent of teens are not**.

Why teens sext:

- They are flattered – sexting means that someone thinks you're attractive.
- Pressure, especially if it comes from a boyfriend, girlfriend, or crush.
- To be funny.

Facilitator Notes:

In the next few slides, we will learn about sexting.

- Have you heard the term sexting?
- What do you think it is?
- What do kids call it?

Sexting is the sharing of nude or suggestive pictures and videos through text messages. Research suggests that **19.3 percent of teens are sexting**. You may even know people who have been asked to do it.

Teens who get involved with sexting are usually:

- Joking around with friends.
- In a relationship, where a girlfriend or boyfriend asks for a photo.
- Flirting or trying to impress a crush.
- Trying to take a relationship to the next level.

Remember that if 19.3 percent of teens are sending sext messages, that means that **80 percent of teens are not**.

Not sharing a nude is definitely the safest option – and remember, it's also the most common! The majority of young people are NOT sexting. For people who choose to send nudes, it might be surprising to learn how common resharing those pictures is.

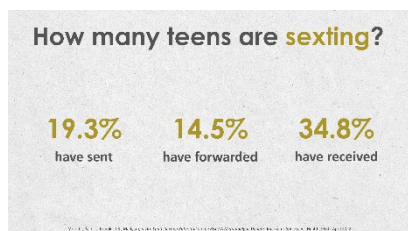
Getting a request to sext might make you feel:

- Flattered, because it means that someone thinks you're attractive
- Pressured, especially if it comes from a boyfriend, girlfriend, or crush

**Note that this data differs from the next slide's data. This data is from a study conducted by Thorn. The following slide's data is from a Meta-Analysis.*

To learn more about SG-CSAM visit <https://www.thorn.org/resources-and-research/>

Slide 21



Researchers went in to update these numbers looking at studies from 2016 on. The numbers are higher, but not hugely so and are “statistically similar.”

Emphasize that it is not ok for the **14.5 percent of teens who are forwarding sexts**. They are revictimizing victims and causing the victim a great deal of harm.

**Note: remember that this data is from a Meta-Analysis study. That’s why it differs from Thorn data and does not add up to 100.*

Slide 22



As you watch this video, think about how the girl feels when she gets a request to sext. Then, think about how she feels after it has been sent.

(Click to show video)

(NOTE: If you do not have time to go through the other videos this video covers cyberbullying, too.)

Talk about the resharing and kids gossiping about the girl.

Slide 23



(Video plays)

Key points:

Consequences:

What are some of the consequences of sharing the photo?

- It can get lost or misplaced.
- It can be shared without permission.

Choices:

- The first choice is made by the requester.
- Resharing is how the picture spreads and hurts the teen. If the person receiving the picture deleted it, the circulation of the picture would stop.

Healthy Relationships:

- Pressuring someone and putting that person at risk is not healthy.

Empathy:

- Resharing causes a lot of harm to a teen. How would you feel if it was your picture or the picture of your sibling or friend?

Rejection Skills:

- Practice ways that teens can reject inappropriate solicitations.

(NOTE: Please mention that if someone already sent a sext and needs help, they can reach out to <https://www.NCMEC.org/gethelpnow>.)

Facilitator Notes

Facilitate a discussion of the implications of the video. See suggestions below.

Consequences:

What are some of the consequences of sharing the photo?

- It can get lost or misplaced.
- It can be shared without permission.
- It can become a source of embarrassment, shame, and/or guilt.
- It can result in rumors, gossip, and/or cyberbullying.
- It can result in legal consequences.
- It can result in blackmail to obtain more content to get money. This is a crime, and it's called sextortion. If this has happened to you, reach out to the CyberTipline for help.

Choices:

- Who made the very first choice in the video?

Most students reply that it was the girl's decision to send or not send the picture. Answer: the boy's decision to ask for the photo in the first place was a conscious decision. He may or may not have realized the consequences of the ask.

- What were other decisions made in the video?

Others decided to share the photo, adding to the rumors and gossip; some students decided not to share.

- Which is the better choice?

Not sharing.

- How can sharing the photo be damaging?

Sharing contributes to an unwelcoming environment at school, as well as rumors, gossip, and/or embarrassment for the person in the photo.

- How can this affect the person in the photo? (**Emphasize that this can happen to boys, too.**)

The victim may not feel comfortable going to school, or she may lose concentration in class, experience slipping grades, or see a change in peer groups or social dynamics. She may also experience low self-esteem/confidence and even develop feelings of depression and/or anxiety.

Healthy Relationships:

- What was the relationship between the boy and the girl in the video?

Boyfriend, friend, crush...

- In a healthy relationship, is it OK for someone to make requests that put someone else at risk?

No.

- Did the girl have to comply?
No.
- Why did she?
She trusted him, was in love with him, or thought it would be for his eyes only.

Make the point that asking for the photo is asking the girl to put herself at risk. There is no such thing as “for your eyes only” when technology is involved, even with the best of intentions. If the person cares about you, they would not want to risk embarrassing you or hurting you.

If you are being pressured to send inappropriate content by anyone, you can say no. If you are struggling with that decision, it can help to talk it out – reach out to a trusted adult. Feeling supported can help make tough decisions a little easier. If you trusted someone and already sent a picture, trusted adults can also help with minimizing the spread of that image.

(NOTE: Please mention that if someone already sent a sex and needs help, they can reach out at <https://www.NCMEC.org/gethelpnow>.)

Slide 24



The girl in the video thinks that the boy in the video is the only person who will see the picture she sent. However, she soon learns that once she shares an image, it is out of her control. In 2021, **20 percent of kids said that they had seen a nude photo or video of someone else without that person's knowledge.**

Activity: Ask participants what could happen if they took a revealing picture. Then, pause for their responses and thank them for their answers.

If you take a revealing image of yourself:

- **It could be lost if you misplace** or lose your cell phone.
- **It may be passed around without your permission.** For example, an ex-boyfriend or ex-girlfriend may share the sext to get revenge.
- **People may bully or judge you because of the image.** Some teens have been bullied so badly because of sexting images that they have been afraid to go to school.
- The person who receives the image **might try to use it to blackmail you** into sending more images or money. Again, remember that this is a crime and it's called sextortion.
- **You may get in trouble with your school or with law enforcement,** especially if there is evidence of blackmail, bullying, or forwarding without permission. Some teens have been suspended from class, sports teams, and other activities. Others have been charged with crimes and have had to complete mandatory community service or educational programs.

Slide 25



Key Points:

- The **first choice**, in the video, is made by the person asking for the picture.
- If you are the one who wants to ask for an image, remember that you are making the first choice in what could turn into a risky situation.
- Ask yourself questions to help assess whether it is worth the risk:
 - **How** could this affect you and your partner if the picture gets leaked?
 - **Why** do you want to have that image?
 - **What** other safe and healthy ways can you express that you care and like that person?
- If someone asks you to share a picture, you should have an **open and honest conversation together**.
- Once a sexting picture or video is **out of your hands**, it is out of your control.

Remember to protect yourself and others:

- Don't **take** images of yourself.
 - Don't **forward images or videos**.
 - Don't **ask** or pressure anyone.
 - **Talk** to a **trusted adult**.
 - **Talk** to your **friends** about being upstanders.
- If someone is engaging in blackmail, **do not comply** with their demands **even if you have in the past**. This is called **sextortion**; it is a crime and should be reported.

Facilitator notes:

In the video, the first choice is made by the person asking for the picture. Remember, this is not common behavior among teens. If you care about someone, you should not ask them to do something that puts them at risk.

If you are the one that wants to ask for an image, think about:

- The risks that you and your partner are taking. What can happen?
- How could this affect you and your partner if the picture gets leak?
- Why do you want to have that image?
- What other safe and healthy ways can you express that you care and like that person?

If someone asks you to share, have an open and honest conversation with them about how you are feeling and what could happen. Maybe having a conversation with the person asking for the picture will help you determine that person's intentions and any red flags. Remember, someone who cares about you will not ask you to do something that can cause you harm.

Once a sexting picture or video is out of your hands, it is out of your control. Fortunately, you can choose to stay in control before it ever gets to that point.

Remember to protect yourself and others:

- **Don't take images of yourself** that you wouldn't want everyone to see.
- **Don't forward anyone else's picture or video.** Imagine how betrayed you'd feel if this happened to you.
- **Don't ask or pressure anyone to share an image.** Many teens send sexts because they've been asked to by a boyfriend, girlfriend, or crush. You shouldn't ask anyone to take this kind of risk, especially if it's someone you care about.
- **Talk to a trusted adult** if you receive a revealing image, are being pressured into sending one, or have sent one.
- **Talk to your friends about the importance of being upstanders** by not resharing and saying something if someone else does.
- **If someone is blackmailing** you for explicit content or money, **do not comply** with their demands, even if you have in the past. This is called sextortion; it is a crime and should be reported.

While talking to an adult may seem difficult or embarrassing, it is important that you get one involved. This is a serious problem that you should not have to face alone. An adult can help you by:

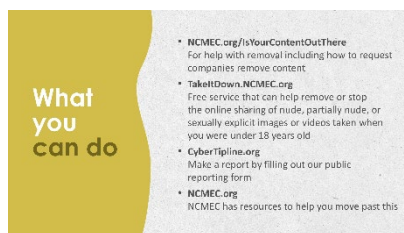
- Talking to your school leadership to stop any bullying that has happened because of the image being shared
- Working with law enforcement to investigate the situation
- Getting the image removed from any websites that it's on

The National Center for Missing and Exploited Children also has resources to help you remove your explicit images if they are online. Go to www.NCMEC.org/gethelpnow for more information.

Suggested resource

NetSmartz Workshop offers tip sheets about sexting for teens called "Think Before You Send" and "So You Sent a Sext, Now What?" at NCMEC.org/NetSmartz/resources#tipsheets.

Slide 26



Key Points:

If you already sent a sext, do not feel guilty. Here are some steps you can take to help make the situation better.

Steps you can take include:

- First, find out which websites the image is on and file a complaint.
- Then:
- **Take it Down** – NCMEC is here to help and has information and tools that can give you steps to take to remove content or stop the circulation. At NCMEC.org you can find information like how to request companies remove content and Take it Down is an anonymous, free service that can help you remove or stop the online sharing of nude, partially nude, or sexually explicit images or videos taken of you when you were under 18.

- **Contact the police or file a report at CyberTipline.org.** Whether the website is trustworthy or not.
- It's important to remember that **you're not alone** – this has happened to other teens, too.
- **Reach out to a friend, a counselor, or another adult you trust.**
- You can also **reach out to NCMEC for help or support.** You have the strength to move past this.

Facilitator Notes:

If you already sent a sext, do not feel guilty. Here are some steps you can take to help make the situation better.

If a sexting image or video has been posted to a website or app, or someone is threatening to post your images, there are steps you can take to try to get it taken down.

(<https://www.NCMEC.org/gethelpnow/isyousexPLICITcontentoutthere>).

First, find out which websites the image is on and file a complaint. Trustworthy websites and apps work hard to keep sexual images of minors off the internet and will remove them if notified. Include your age in the report and be clear that the picture was posted without your consent.

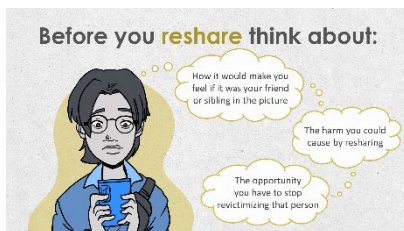
Don't forget that each website has its own reporting procedures, so you have to file a complaint for each one the picture or video is on.

Whether the website is trustworthy or not, please contact the police or file a report at the National Center for Missing and Exploited Children's CyberTipline.org. We are here to help you by:

- Helping take down the content from the website that was initially posted and looking into other websites to make sure it is off the internet.
- Providing support and resources to navigate this complex situation.

It's important to remember that you're not alone – this has happened to other teens, too. Reach out to a friend, a counselor or another adult you trust, and to NCMEC for help or support. You have the strength to move past it.

Slide 27



Key Points:

Resharing

- Resharing is a major breach of trust and privacy.
- Think about how you would feel if it was your image or an image of someone you love circulating the internet.
- Delete the picture.
- Be a upstander whenever it's safe and possible:
 - Reach out to the person that sent you the image and tell them to stop.

- Reach out to the person in the picture and share your support.
- Talk to your friends about being an upstander.

Facilitator Notes:

Resharing or forwarding someone's nude picture is not cool. It's a major breach of trust! Before you click 'share,' imagine how you would feel if this was your image being circulated or that of your best friend. Deleting the picture is enough, but you could go a step further by being an upstander who reaches out to the person who sent it. Let them know that it's not OK that they're sharing the picture and that you're telling them to stop.

If you think the person in the picture might not know that the image is spreading, you could also let them know so that they can get help and support. Talk to your friends about being upstanders and not tolerating or resharing the pictures of others.

Before you reshare:

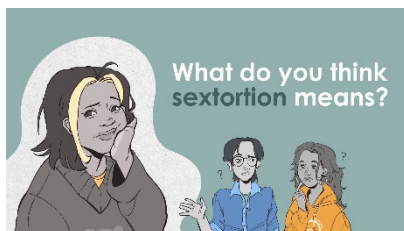
- Think about how you would feel if it was your sibling or a friend's picture.
- Think about the harm you can cause by resharing, because if you share it, others share as well.
- Think about the responsibility you have in your hands to stop the revictimization or continuing revictimizing of a kid.

Talk to your friends about not resharing and being upstander. Say something if others are resharing or sexting.

FACILITATOR'S NOTE: one in five kids say they have seen non-consensually shared nudes, and the number grows to nearly one in four among those aged 13 to. The portion of kids who report having themselves non-consensually reshared others' nude photos or videos is much lower, about one in 10. (See https://info.thorn.org/hubfs/Research/Thorn_SG-CSAM_Monitoring_2021.pdf.)

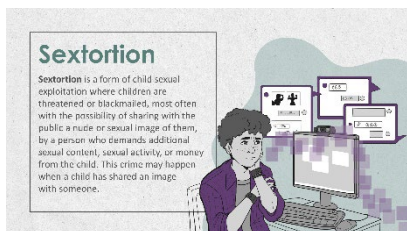
Note: In 2021, a notable increase in resharing was identified among older boys (ages 13 to 17) at 5 percent, and among Hispanic and Latino youth, it was up to 10 percent (Thorn.org).

Slide 28



Ask participants what they think sextortion means.

Slide 29



Key Points:

- Read definition on the slide
- Online enticement can lead from grooming to sexting to sextortion.
- Sextortion is a form of child sexual exploitation where children are threatened or blackmailed.
- Sextortion can take many forms.
- A recent trend suggests financial sextortion targeting male minors.

Facilitator Notes:

Start by reading the definition on the slide. Children need to know what sextortion means. Many survivors have expressed that once they knew what sextortion was, they felt empowered to speak up. Knowing that sextortion is a crime can help children seek help.

Online enticement can lead from grooming to sexting to sextortion.

Sextortion is a form of child sexual exploitation where children are threatened or blackmailed, most often with the possibility of sharing with the public a nude or sexual image of them, by a person who demands additional sexual content, sexual activity, or money from the child.

Sextortion can take many forms. Commonly, the offender will contact the child and develop a relationship with the child and then ask for explicit images or videos. After that, the sextortion begins. The grooming process varies in time; sometimes it takes a long time, and in some cases, it can be as quick as minutes or hours.

This crime may happen when a child has shared an image with someone they thought they knew or trusted, but in many cases, they are targeted by an individual they met online who obtained a sexual image from the child through deceit, coercion, or some other method. In many cases, the blackmailers may have stolen or taken images of another person and they are communicating through a fake account. The blackmailer may have sent images as well.

In recent trends: NCMEC has seen a dramatic increase in sextortion cases being reported to our CyberTipline, especially **financial sextortion** where the offender demands money from the child. Teenage boys have been the most common targets in these recent cases.

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There are some tactics offenders use to coerce children or teens.

Those involved in the sextortion of minors often:

- Approach a child on social media after using it to learn about a minor's interests, friends, school, family, etc.
- Grooming can take a while before asking for nudes or,
- In financial sextortion they move quickly and ask for nudes immediately after following or friending a minor on a social media platform.

- Intentionally move their communications with a minor from one online platform to another (e.g., moving from social media to a private video chat or messaging apps).

Tactics:

- Reciprocation ("I'll show you if you show me first").
- Pretending to work for a modeling agency to obtain sexual images of a minor.
- Developing a bond with a minor by establishing a friendship or romantic relationship.
- Using multiple false online identities to contact a minor.
- Pretending to be younger and/or a member of the opposite sex.
- Accessing a minor's online account without authorization and stealing sexual images or videos of them.
- Threatening to create sexual images or videos of a minor using digital-editing tools.

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- Pretending to be younger and/or a member of the opposite sex
- Accessing a minor's online account without authorization and stealing sexual images or videos of them
- Threatening to create sexual image or videos of a minor using digital-editing tools

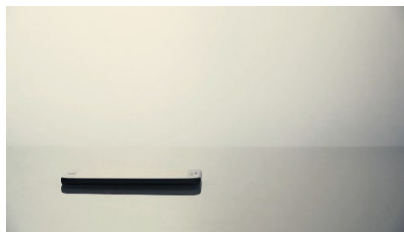
Facilitator Notes:

Remind participants that sextortion can happen to anyone, and it is not their fault.

To learn more about sextortion visit

<https://www.NCMEC.org/theissues/sextortion>

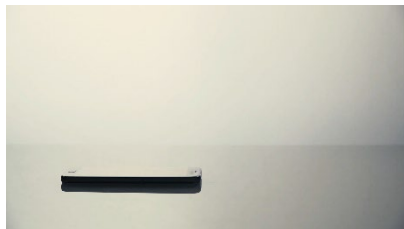
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(Click to show video.)

This video shows how sextortion can look like

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(Video plays.)

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- **Do not comply** with their demands. Doing so does not guarantee that the offender will stop. The offender may ask you for more.
- **Do not delete your account.** By deleting your account, you may be deleting important evidence that will help keep you and others safe.
- **Visit Take it Down.** NCMEC can help you take down your images or videos.
- **Report it to the app.**
- **Report it to CyberTipline.** Even if you already reported it on the app, it is important to report it to the CyberTipline. We can help with the process, and we work closely with law enforcement in these crimes.
- **Get help at NCMEC.org/gethelpnow.** We have many resources and services to help you navigate this complex issue and to help you heal and move forward.

NOTE: Take It Down gives minors tools to stop the spread of the content. Let's remember that some kids may not feel ready or safe enough to ask for help. They should have the tools to take back control and stop the spread of their content. For those who are reaching for help, Take It Down can also be a great tool to gain control over the situation.

**These websites are listed at the end of the presentation (share the slide with students)*

- **Is Your Explicit Content Out There?**
<https://www.NCMEC.org/gethelpnow/isyousexplicitcontentoutthere>
- **Take it Down**
<https://takeitdown.ncmec.org/>
- **CyberTipline**
 - <https://report.cybertip.org/>
- **Get help**
NCMEC.org/gethelpnow

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Key points:

The last risk that we are going to discuss is one that many of you are probably aware of – **cyberbullying**.

Here are some examples of Cyberbullying:

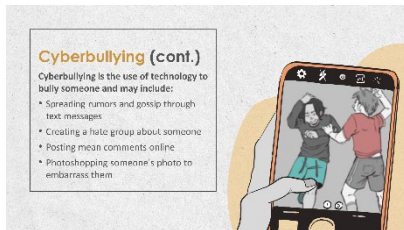
- **Recording and posting fight videos**
- **Stealing someone's identity to create a fake profile**
- **Resharing nude and/or compromising pictures of someone else**

Facilitator Notes

Cyberbullying is the use of technology to bully someone. Some examples are:

- Creating a hate group about someone
- Posting mean comments online
- Photoshopping someone's photo to embarrass them

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And here are some other examples of Cyberbullying:

- Spreading rumors and gossip through text messages, group chats, or other means
- Creating a hate group about someone
- Posting mean comments online
- Photoshopping someone's photo to embarrass them

Some of these things may seem more like jokes or pranks than bullying to you, but even if you did not intend to hurt someone's feelings, it can still be cyberbullying.

Bullying can range from something like a mean joke to more severe and dangerous behaviors that can lead to the person being bullied to experience severe mental distress and even physical harm. The rule of thumb is that we should always try to be friendly and make others feel welcome, supported, and happy.

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You've probably heard the saying, "Sticks and stones may break my bones, but words can never hurt me." I want you to ask yourself, is that really true? Think about how that would make you feel.

Let's go back to the Photo Fate video and think about how the girl felt when people reshared her picture and all the kids at school were gossiping. How would you feel?

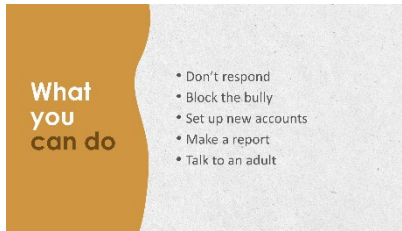
Perhaps you would:

- Experience low self-esteem
- Feel lonely and isolated from friends and family
- Be nervous about going online or to school
- Feel harassed by peers
- Feel depressed or anxious
- Feel lonely or isolated
- Feel hopeless
- Experience severe mental distress

Sometimes teens who are cyberbullied feel the need to hurt themselves.

We can all be careful about what we do and say to people, both on- and offline. And **if you know that one of your friends is thinking about harming themselves, bring it to the attention of a teacher, school counselor, or other trusted adult immediately.**

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**Suggested activity**

Ask teens to share aloud about how being cyberbullied would make them feel or have them write a paragraph from the perspective of someone who is being cyberbullied.

Key Points:**Steps you can take:**

- Don't respond – Responding could make things worse.
- Block the bully – Check out the websites' and your cell phone's blocking policies.
- Set up new accounts – Make sure that only people you trust can contact you.
- Make a report – Many websites have terms of service that prohibit cyberbullying, and they will remove offensive posts.
- Talk to an adult you trust.

Reasons why teens do not want to tell an adult:

- They fear the bullying might get worse.
- They will be told to stay offline.
- Some teens might think that an adult can't help.

Adults can be very helpful in dealing with cyberbullying:

- They can help you set up new accounts.
- They can let you know if you need to save the messages and who to report them to.
- They can talk to your school.
- They can contact and work with law enforcement.
- They can offer support.

Facilitator Notes:

If you are being cyberbullied, it may feel like there's nothing you can do, but that isn't true. Here are some steps you can take:

- Don't respond – Responding could make things worse.
- Block the bully – Check out what options the websites and your cell phone provider have for blocking other users.
- Set up new accounts – Make sure that only people you trust can contact you.
- File a report – Many websites have terms of service that prohibit cyberbullying and will remove offensive posts.
- Talk to an adult you trust.

Some teens don't want to tell an adult if they're being cyberbullied. They may worry that the bullying might get worse for telling on the bullies, or that they will be told to stay offline, or some teens might think that an adult can't help.

But adults can be very helpful in dealing with cyberbullying. They can:

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- Help you set up new accounts, especially if you need a new cell phone number.
- Decide if you need to save the messages and who to report them to.
- Talk to your school. If a classmate is bullying you, your teachers and other school administrators may be able to help.
- Work with law enforcement. If the bullies are threatening to harm you, have your trusted adult report it to law enforcement immediately.
- Offer support. Sometimes it just helps to know that someone is on your side and available if you need to talk.

Key Points:

- Define bystanders.
- Why bystanders do not take action.
- Define "upstander."
- Upstander take actions to stop bullying.
- Activity: Define other ways you can help stop bullying.

Facilitator Notes:

If you aren't being cyberbullied, you may know someone who is experiencing cyberbullying. Online there are often many bystanders – people who see the bullying happen but are not involved. Bystanders may want to help, but are often afraid that:

- The bully will turn on them.
- They will be labeled a "snitch."
- That saying something will make the bullying worse.
- They may be labeled as uncool.
- They may get cut off from social circles.

A bystander is a person who witnesses a boundary violation or sees a situation in which a child is vulnerable (D2L).

Upstanders see the bullying happen and act to help. Upstanders are important. They can help bring cyberbullying to an end by making it clear that bullying behaviors will not be tolerated in their schools and friend groups.

If you are comfortable standing up to a bully, then you can try the following steps:

- Don't encourage bullying behavior. For example, don't "like" or share mean comments and posts.
- Don't participate in the bullying just to fit in.
- Stand up for the victim. You can offer support through actions, such as sending a friendly text message, writing a positive post on their page, or walking with them in the hallway.
- Report the bullying to the website or service provider and to an adult you trust.
- Talk to your friends about not tolerating or engaging in bullying.

Suggested activities

Ask the audience to work with the person or people next to them to brainstorm more ways that upstanders can help cyberbullying victims. *(If time is limited, ask participants what other ways upstanders can help cyberbullying victims.)*

Note: Definitions of bystander and upstander

Bystander:

is an individual who observes or witnesses a situation of discrimination or violence committed by a perpetrator towards a victim, and has the opportunity to either condone, intervene, or do nothing

Upstanding:

An upstander is a bystander who recognizes acts or utterances of injustice and takes a stand by interrupting and challenging situations that normalize discrimination and potential violence.

(<https://www.apa.org/pi/health-equity/bystander-intervention>)

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**Key Points:**

- Reference to the **Your Photo Fate video**.
- **Discuss** how the girl felt (help students develop **empathy** by talking about the girl in the video).
- **Bullies** are also those who shared the picture and gossiped about her.
- **Upstanders** are those who did not reshare the picture.

If you're tempted to cyberbully:

- Keep critical comments to yourself.
- Don't forward rumors or embarrassing photos.
- Don't comment on insulting or harassing posts.
- Don't reshare photos or videos of other people.

Be an upstander:

- Whenever it is safe, tell the bully to stop.
- Reach out to the person being bullied and show your support.
- Report the bully.
- Talk to your friends about being an upstander.

Facilitator's Notes:

Sometimes people feel like they have good reasons to cyberbully someone (for example, if that person has been bullying them, too). But a cyberbullying situation can easily get out of control, and you don't know what could happen. Remember, even though you're behind a screen, you're talking to real people. Just because you can't see their reactions, it doesn't mean they aren't hurt. Imagine how those comments would make you feel.

If you're tempted to cyberbully, remember:

- While you don't have to like everyone, you can keep critical comments to yourself.
- You don't have to forward rumors or embarrassing photos.
- You don't have to comment on insulting or harassing posts.
- You should not reshare photos or videos of other people.

Be an upstander:

- Whenever it is safe, tell the bully to stop.
- Reach out to the person being bullied and show your support.
- Report the bully.
- Talk to your friends about being an upstander.

NOTE: The Photo Fate video shows how some students did not share the picture. That it is also a way to be an upstander to cyberbullying.

Instead of cyberbullying, focus on creating a better online environment by treating others with respect.

Suggested resource

You may want to review the school's rules about bullying and online harassment and the specific consequences. You may also want to review the state's laws about cyberbullying and talk to the audience about those.

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Some people think that what they do online is separate from their "real" lives, but as we've seen today, what we do **online** matters **offline**, too.

Make the choice to create a safe and positive on- and offline environment at school and with your friends by:

- Being careful about what you share.
- Not cyberbullying or encouraging cyberbullying.
- Not asking or pressuring anyone into sharing inappropriate content.
- Reporting inappropriate online behavior.
- Not resharing photos or videos of other people.

Most importantly, don't forget to communicate with the adults you trust about what you do online. You don't have to wait for something bad to happen. Take the lead and show them all the ways that you are a responsible digital citizen.

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**Resources**

CyberTipline

<https://www.CyberTipline.org>

Take it Down

<https://www.takeitdown.NCMEC.org>

Is Your Explicit Content Out There?

<https://www.NCMEC.org/gethelpnow/isyourexplicitcontentoutthere>

Sextortion- Learn More

<https://www.NCMEC.org/theissues/sextortion>

Get Help / Victim & Family Support

<https://www.NCMEC.org/gethelpnow/support>

Resources for Survivors of Sexual Abuse Material

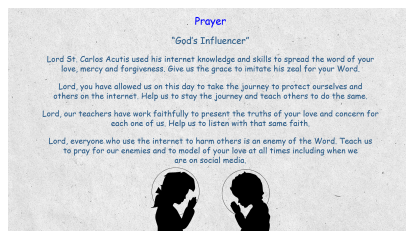
<https://www.NCMEC.org/gethelpnow/csam-resources>

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Thank you!

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Prayer

"God's Influencer"

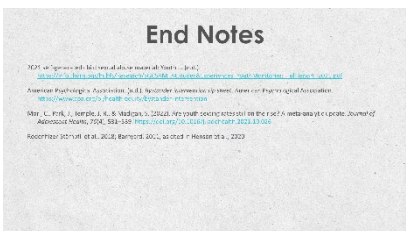
Lord St. Carlos Acutis used his internet knowledge and skills to spread the word of your love, mercy and forgiveness. Give us the grace to imitate his zeal for your Word.

Lord, you have allowed us on this day to take the journey to protect ourselves and others on the internet. Help us to stay the journey and teach others to do the same.

Lord, our teachers have work faithfully to present the truths of your love and concern for each one of us. Help us to listen with that same faith.

Lord, everyone who use the internet to harm others is an enemy of the Word. Teach us to pray for our enemies and to model of your love at all times including when we are on social media.

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- 2021 self-generated child sexual abuse material: Youth ... (n.d.). https://info.thorn.org/hubfs/Research/SGCSAM_Attitudes&Experiences_YouthMonitoring_FullReport_2021.pdf
- American Psychological Association. (n.d.). *Bystander intervention tip sheet*. American Psychological Association. <https://www.apa.org/pi/health-equity/bystander-intervention>
- Mori, C., Park, J., Temple, J. R., & Madigan, S. (2022). Are youth sexting rates still on the rise? A meta-analytic update. *Journal of Adolescent Health, 70*(4), 531–539. <https://doi.org/10.1016/j.jadohealth.2021.10.026>
- Rodenhizer-Stämpfli et al., 2018; Barnyard, 2011, as cited in Henson et al., 2020

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