

How do I talk to my child about Internet safety?

How do I protect my child from cyberbullying?

What do I do if my child is cyberbullied?

# Internet Safety:

## Parents, Guardians, & Communities

What information should my child keep private?

I need to know more about social media.

What is “sexting”?

How do I keep my child safer from online predators?

What is “grooming”?

Where can I report online predators?

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For more information about the presentations, our other safety resources, and NetSmartz promotional items, please contact [NetSmartz\\_contact@ncmec.org](mailto:NetSmartz_contact@ncmec.org).

## Part I: Presentation Length

If you use the Presenters' Notes, the presentation's time should run as follows. Please make sure to build extra time into your presentation for Q&A.

**Parents, Guardians, & Communities ..... 45 minutes**

## Part II: Five Things to Know Before Giving a NetSmartz Presentation

### 1. Additional assembly required.

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

- » LCD projector
- » Speakers
- » Projection screen
- » Copies of the Parent Handout

### 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 networking sites to see how they work.

### 3. Understand the risks.

The following are the three main risks discussed in this presentation

- » Cyberbullying - The use of Internet technology or mobile technology, such as cell phones, to bully or harass someone.
- » Online predators - Those who express a sexual attraction to minors and try to get them to reciprocate with sexual chats, images, and meetings offline for sex. Predators may manipulate and gain the trust of a minor in a process called "grooming."
- » Revealing too much - Personal and private information shared through texts, images, or videos may attract unwanted attention from cyberbullies or online predators. This may also lead to serious offline consequences at school and with the law.

### 4. Localize your presentation.

This presentation uses real-life examples to describe the offline consequences of children's online actions. In addition to these stories, consider conducting research on local cases with which your audience may be familiar. If you give a presentation in a school, 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. Include additional NetSmartz resources if you have extra time.

Along with directing parents to the website to read articles and watch videos about the issues, consider printing tip sheets from [www.NetSmartz.org/Tipsheets](http://www.NetSmartz.org/Tipsheets) to distribute.

## Part III: Frequently Asked Questions

Before giving the NetSmartz presentation for parents, guardians, and communities, please look over the following frequently asked questions. 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 these types of software, so your supervision 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 sites like MySpace®, Facebook®, Habbo®, etc.?**

**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.

**Q: Do you encourage having wireless Internet in the home?**

**A:** Many families are going wireless because of the convenience of being able to access the Internet from anywhere in the house with laptops, cell phones, iPods®, and other wireless devices. However, this may make it more difficult to monitor children's online activities. To mitigate the risks, set rules for your children; for example, have monitoring software in place for laptops, and talk to your cell phone provider about monitoring options on cell phones.



## Part IV: Glossary of Internet Terms

**Blog** – A Web log, or blog, is an online journal or diary where writers, known as bloggers, may chronicle their daily lives or comment on news and popular culture. Blogs can be set up on social networking sites or on separate blogging websites, such as Xanga® and Blogger®.

**Chat acronym** – An acronym used to communicate, usually through instant and text messaging.

Some popular acronyms include

- » ASL - Age/sex/location
- » BRB - Be right back
- » CD9 - Code 9, parents around
- » F2T - Free to talk
- » IDK - I don't know
- » LGH - Let's get high
- » LMIRL - Let's meet in real life
- » LOL - Laugh out loud
- » MorF - Male or female
- » POS - Parents over shoulder
- » PRON - Porn
- » TMI - Too much information

**Chat room** – An interactive forum where you can talk in real-time. The chat room is the place or location online where the chat is taking place. Many chat rooms are established so that people can discuss a common interest like music or movies.

**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.

Examples of these services include

- » Facebook® Places
- » Foursquare®
- » Gowalla®

**Grooming** – This is the process predators use to manipulate minors into sexual relationships or into producing sexual images of themselves. It often includes 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 monitor, and anyone designated as a “buddy” can participate.

## Part IV: Glossary of Internet Terms, cont.

**Online predator** – 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.

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

**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 which are used to facilitate communication between users.

These applications include:

- » Blogs and microblogs such as LiveJournal® and Twitter®
- » E-mail programs such as Gmail™, Yahoo!Mail®, and Hotmail®
- » Picture and video sharing sites such as Flickr®, Photobucket®, and YouTube®
- » Social networking sites such as Facebook®, MySpace®, and MyYearbook®
- » Virtual worlds such as Club Penguin®, Habbo®, and Nicktropolis®

**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.

**Web 2.0** – An evolution of the Internet which allows users to create their own content and put it on the Web, in addition to downloading content. Social networking sites, like Bebo®, and video-sharing sites, like YouTube®, are both part of Web 2.0.

**Webcam** – Webcams, also known as “cams,” are video cameras set up on home computers or laptops that can be accessed via the World Wide Web.



# Start a discussion with your child about the Internet

The most important thing you can do to protect your children online is to communicate with them about what they're doing. Use these discussion starters to get a conversation going about these important topics.



## Cyberbullying

- » Have you ever sent a mean message?
- » What would you do if someone created a fake profile for you?



## Revealing Too Much Information

- » Can I see what you've been putting online?
- » What information is OK to share online?



## Online Predators

- » What do you know about online predators?
- » What would you do if someone asked to meet you in person?

### Notes

Slide 1

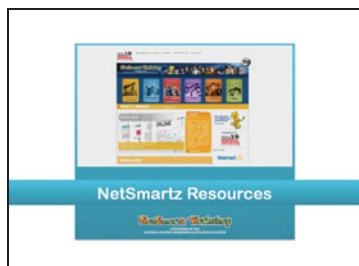


(Click to stop the rotation of questions and begin the presentation.)

(Introduce yourself.)

This presentation was created by NetSmartz Workshop, a program of the National Center for Missing & Exploited Children. The National Center, as you may know, is actively involved in the recovery of missing children and in assisting victims of sexual exploitation. What you may not know is that the Center has a lot of programs to educate communities about personal safety. One of these programs is NetSmartz.

Slide 2



NetSmartz is a safety program that teaches children ages 5 to 17 about how to make better choices online. It does this through a variety of resources, like what you see here, including games, videos, classroom lessons, and presentations like this one. All of these resources are available online at NetSmartz.org. I'll also show you a few examples of these resources, some of which you might want to share with your children.

Slide 3



Throughout this presentation we are going to talk about ways that you can protect your children online. But first, I'd like to learn a little bit about what you think "Internet safety" means. For instance, when I say "Internet safety"—How many of you think of monitoring software? Of blocking your child's access to social networking sites? Of filtering adult websites and content?

(Pause for audience response.)

What these things have in common is that they are technological fixes which, while useful, are also fallible. Your child can learn to go around monitoring software or just use a friend's computer. And while you are working hard to learn about Facebook, your kids will be on to the newest technological trend. That's why, instead of focusing on technology, this presentation focuses on the one thing that will stay constant: **communication**. No matter what tech companies come up with, learning how to communicate with your children about the issues they may face online will help you **help them** make safer decisions.

Slide 4



It's important to remember that when I say "online," I am not only referring to home computers. I am also talking about cell phones, laptops, gaming devices—really any piece of technology that allows you to access the Internet.

Some of these devices, like cell phones, are mobile. Most new cell phones have Web browsers. Most of them also have cameras. Your child can very quickly take a picture and then immediately post it to the Web from anywhere. Laptops are also mobile and give children full access to the Internet from anywhere with a connection, such as wireless hotspots.

Even children who play on gaming consoles, like the Nintendo Wii or Sony's PlayStation, have Web access. They can chat with people all over the world. So can children who have an iPod Touch. You might think it's just for playing music, but they can actually use it to go online.

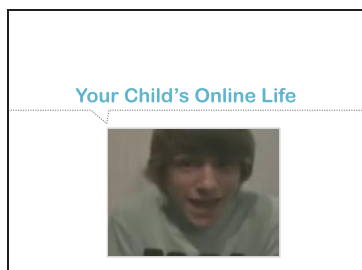
Slide 5



Kids also

- Talk to people online through AIM and Gmail
- Socialize with their friends on Facebook, MySpace, and Club Penguin
- Research for school on Google
- Play games like RuneScape
- And, buy music online at iTunes

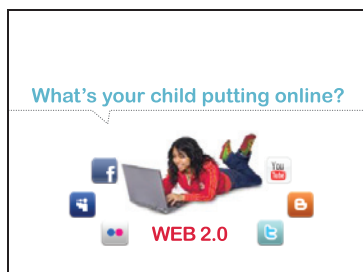
Slide 6



And if you haven't been on YouTube before to see what silly videos kids are posting, let's take a look.

(Click to show video.)

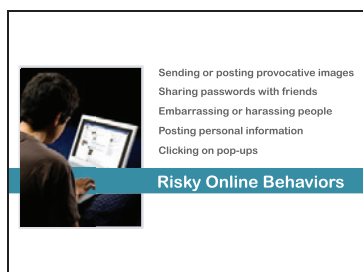
Slide 7



As you saw, kids are not just consuming the content. They're also creating it and putting it on the Web. When kids add pictures, videos, and their opinions online, it's called Web 2.0.

Almost all of the Web 2.0 technologies that your children are using let them **get** content *and* **put** content on the Web.

Slide 8



Web 2.0 gives kids more choices about **what** to post online and **who** to talk to. There are millions of kids online uploading and downloading content, and most of them don't have any trouble. But when they do, they are often engaged in some of the risky behaviors listed here, such as sharing passwords with friends and harassing their peers. When children engage in these behaviors, they put themselves at risk<sup>1</sup> of cyberbullying, revealing too much information, and predators.

So what makes kids take risks like sending or posting provocative images of themselves online? **Hormones.** Kids go through a lot of developmental changes that influence their behavior. They're curious about sex, challenging authority, and learning how to navigate peer relationships. This can lead them to make some bad decisions, but you can help your child make better ones. For example, every day your child has to choose how to interact with people online. Children can choose to behave kindly or they can choose to engage in cyberbullying.

## Citation

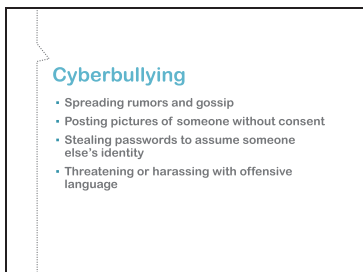
<sup>1</sup>Wolak J, Finkelhor D, Mitchell K, Ybarra M. Online Predators and Their Victims: Myths, Realities, and Implications for Prevention and Treatment. *American Psychologist*, 2008;63:111-128.

Slide 9



Cyberbullying is exactly what it sounds like—bullying through technology like cell phones, the Internet, and online games. The difference between being bullied at school and being bullied online is that online, kids can't get away from it. Cyberbullying follows them, even after they get home from school.

Slide 10



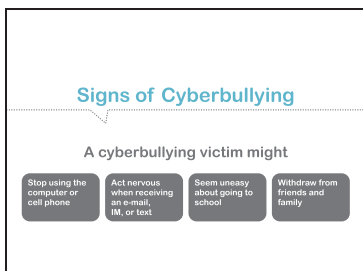
Cyberbullying can be hard to define because it doesn't always take the same form. For example, it could be your daughter's ex-best friend stealing her password to access her social networking profile and pretending to be her. Or, it could be your son posting an embarrassing picture of a classmate. Some of you may disagree and think neither is really bullying; some of you may think it's both. But to the kids who are being affected by cyberbullying, it doesn't really matter what you call it because the impact can be devastating.

Slide 11



One reason cyberbullying is so devastating is the size of the possible audience. An embarrassing picture taken at school in the morning may be all over a school district by the afternoon. Once information goes online, there's no way to control how fast or how far it spreads.

Slide 12



Because cyberbullying can be so far reaching, it can greatly impact its victims. Victims have to live with the knowledge that anyone, anywhere may be seeing a humiliating picture of them or reading derogatory comments about them.

If your child is being cyberbullied, he or she may

- Suddenly stop using the computer or cell phone
- Act nervous when receiving an e-mail, IM, or text
- Seem uneasy about going to school
- Or, withdraw from friends and family

If you see any of these signs, don't ignore them. Cyberbullying victims need to feel that you are taking the problem seriously and that you are going to do everything that you can to help.



Slide 13



So, what can **you** do to help? First, teach your child not to respond to cyberbullying. It's better to take steps to block or ban the bully from contacting your child. Verizon, for example, has safeguards which let you block calls, texts, and picture and video messages from certain numbers. Or, you may want to set up new accounts. Also, make sure to save any text messages, e-mails, comments, or images that are used to bully your child. You can do this by saving Web pages and texts, making a print-out of the screen, or taking a screenshot. This evidence will be important if you have to report your child's bullying.

(Click.)

You can report the bullying behavior to the website where it is taking place. They can help you block the person from contacting your child and remove messages, comments, or images. If it involves a classmate, try talking to your child's school to see if it can help or try contacting the bully's parents. If you feel like your child has been threatened, contact your local police.

Slide 14



Now, it's an entirely different situation if your child **is** the bully. In this video for tweens and teens, you'll hear from a child who participated in cyberbullying and regretted it.

(Click to show video.)

Slide 15



(Video plays.)



Slide 16

**Cyberbullying Behaviors**

- Quickly switch screens or close programs when you walk by
- Use the computer at all hours of the night
- Get unusually upset if they cannot use the computer
- Laugh excessively while online
- Avoid discussions about what they are doing
- Use multiple online accounts or use an account that is not their own

If your children are cyberbullying, you might not find out until you hear about it from another parent or from the school. But you **can** be proactive and look for these signs before the bullying gets worse. Your children may be involved with cyberbullying if they

- Quickly switch screens or close programs when you walk by
- Use the computer at all hours of the night
- Get unusually upset if they cannot use the computer
- Laugh excessively while online
- Avoid discussions about what they are doing
- Or, use multiple online accounts or use an account that is not their own<sup>1</sup>

## Citation

<sup>1</sup>Hinduja S, Patchin J. Cyberbullying Warning Signs: Red flags that your child is involved in cyberbullying. Cyberbullying Research Center, 2009.

Slide 17




**Consequences of Cyberbullying**

Also, keep in mind that many kids who are cyberbullies are also victims. For example, a child may receive a mean text message and decide to send one in return. When you're talking with your children about their behavior, ask if they have been cyberbullied themselves. Regardless of their reasons for the behavior, make it clear that there are consequences for cyberbullying, such as being charged with a crime or being suspended from school. You can also be a good role model by modeling non-bullying behavior and talking to your children about how their victims may feel.

Slide 18

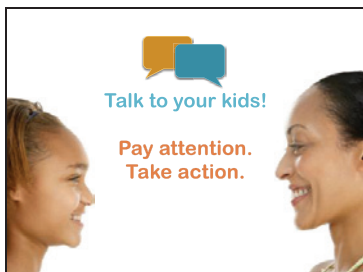
**Don't just be a bystander!**



Victims and bullies are not the only players you have to worry about. Most kids are bystanders. They are aware that the cyberbullying is happening, but don't get involved. In other words, they might visit the page where someone is being made fun of, but they don't leave a comment or tell anyone.

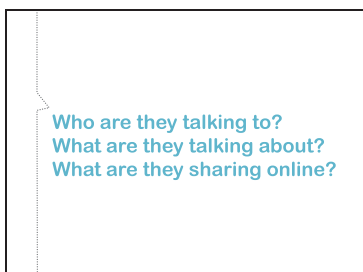
Many bystanders don't speak up because they're afraid of being targeted next or being called a tattletale. However, information from bystanders is critical if teachers and other trusted adults are to take action. **You** might not know what's going on, but the bystanders do and have the power to help. Encourage your children to report any cyberbullying they see to you, their teachers, or another trusted adult.

Slide 19



Bystander, bully, or victim—your children can fall into any of these categories. So remember to pay attention to your children's behavior. Talk to them and ask them questions like, "Have you ever sent a mean message?" or, "What would you do if someone created a fake profile for you?" And if you find out that something is wrong, take action to stop the cyberbullying.

Slide 20



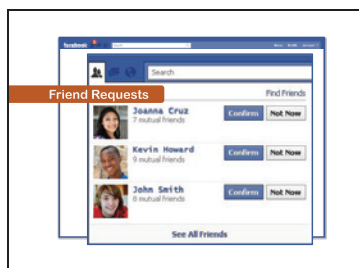
Even if you can't stop your child from becoming a cyberbullying victim, you can minimize the chances by helping them control what they put online. To help them do this, you need to be aware of who they're talking **to**, what they're talking **about**, and what they're **sharing** online to make sure they're not revealing too much information or posting inappropriate images.

Slide 21



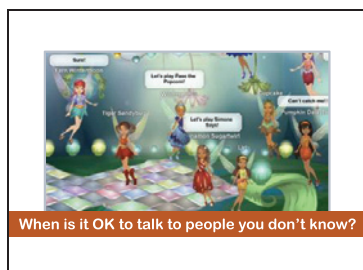
Finding out who your kids are talking to will depend on the technologies and websites they're using. For example, if your child has a cell phone, they're probably talking to friends from school and family members. But they could also be talking to people they met randomly at a party or at the mall. The same goes for social networking sites. These allow your children to build a list of contacts, often referred to as a friends list. Many of these "friends" will be people they see on a regular basis, but some of them might be people that your child has never met at all.

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What's great about contact lists like those on your children's social networking pages and cell phones is that they get to choose who to add. If your children have profiles on sites like MySpace and Facebook, they may receive requests to be friends with people they've never met. Some kids on social networking sites accept **all** friend requests in order to appear more popular, so you should talk to your child about not adding just anyone. Anyone on your children's friends lists can save, copy, and post their pictures and messages somewhere else online, so it's a good idea to help your children limit their friends lists to people they know in real life.

Slide 23



While most kids use social networking sites and cell phones to keep in contact with people they already know, the same is not necessarily true for online games and virtual worlds. In virtual worlds like Disney's Pixie Hollow, children can explore a cartoon world, play games, and talk to other kids who they probably don't know. Similarly, in games like Halo, players join games and team up with people they've never met. Because children may interact with people that they don't know, it's important to remind them of some Internet safety basics. They shouldn't share personal information with other players, and they shouldn't continue to play with anyone who is making rude or harassing comments.

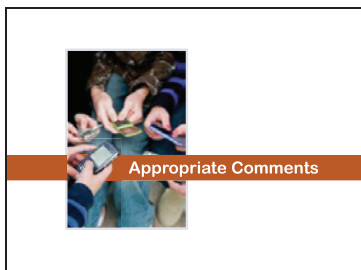
Slide 24



You should also talk to your children about the comments that **they** make. Sometimes what kids write on message boards, instant messages, e-mails, text messages, and blogs gets them into trouble.

So how do you keep your children from making these mistakes? That might depend on their ages and what sites they're using. For example, sites like Club Penguin, which you see here, have built-in filters that block many inappropriate comments. As you can see, children using the basic chat option can only choose from preselected phrases. The upgraded chat option, where children type their own messages, is also heavily filtered so that certain words are blocked and can't be used.

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But as your kids get older, they'll be on sites without these restrictions and using mobile technologies in places you can't monitor. You'll need to help your children learn how to filter their own comments. Talk to them about what kinds of posts are appropriate. Some comments they might think of as jokes, such as "My boss is a moron," or, "I'm going to blow up the school," could be taken seriously by employers, school officials, and law enforcement.

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For example, this 16-year-old girl got a new job and, like many kids her age, added her coworkers as friends on her Facebook page.<sup>1</sup> She also started posting comments on Facebook about how boring her job was and complaining about the tasks she was given. Maybe these comments wouldn't seem that bad to you, but one of her coworkers disagreed. That coworker passed on her comments to the boss. Can you guess what happened next? That's right; she was fired. This is not an uncommon story, and many kids have gotten into trouble at work and at school for what they post online.

Slide 27



Kids may forget that all of the content they post has the potential to be seen and judged by anyone. Something as simple as a screenname might cause a child to be judged harshly. Kids create screennames for instant messaging and gaming accounts, e-mail addresses, and some social networking sites, like MySpace.

A child with a screenname like you see here, **(spell out)** x-c-b-e-b-e, which means “Sexy Baby,” could draw attention from people who think she or he is interested in talking about sex. Many kids create inappropriate screennames because they’re trying to be funny or cool, but not everybody will see it that way. Help your child create a better first impression with a more appropriate screenname like “Zeldawiz.”

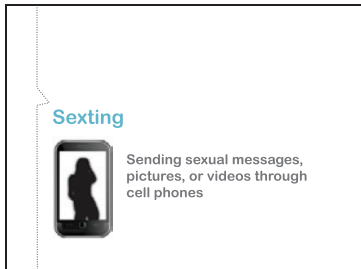
Slide 28



Smart screennames are only part of keeping your children from revealing too much. If they're using a social networking site, you also need to check their privacy settings.

For example, on Facebook there are several levels of privacy; some people may be allowed to see your child's entire page, but others may be blocked from seeing specific parts, like pictures and videos. Every site has different rules, so ask your children what sites they're using, and check the rules for those sites.

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Having your children set their pages to private is a good step, but it's not a license for them to post anything they want. Along with being careful about the comments they post, children should also be careful about the images they share. For example, because they are curious about sex, some teens share sexual messages, pictures, and videos with each other through their cell phones. This is often referred to as sexting, although you should keep in mind that your teens may not call it that. Teens sext for many reasons. Some are pressured into it by their significant others, some do it to flirt or as a joke, and some do it just to fit in.

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A recent survey showed that **1 in 6 teens** ages 12 to 17 have received a sexually suggestive or nude image of someone they know on their cell phone.<sup>1</sup> Keep in mind that sexting doesn't include just the person in the photo. It includes the person who took the photo, the person who received the photo, and anyone who forwards it. Even when teens think that they are sending it to just one person, these messages have a way of spreading.

Citation

<sup>1</sup>Lenhart A. Teens and Sexting. Pew Internet & American Life Project, 2009.

Slide 31



Let's take a look at how a choice to sext by one girl got out of control.

(Click to show video.)

Slide 32



(Video plays.)

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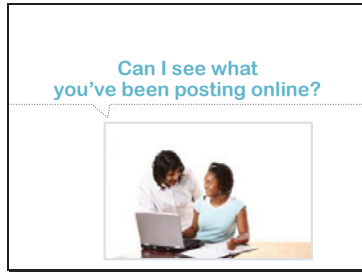


Did you notice how the girls' classmates responded? There was a lot of laughter and eagerness to pass the photo on. This kind of cyberbullying is common with sexting cases. As you can see, it's really easy for a photo to be passed around and for a child to be humiliated in front of an entire school.

Along with all of the humiliating social consequences, the girl may also have to face being investigated by the police. This is because even when teens take sexually suggestive pictures **of themselves**, the pictures can be considered child pornography. Many states have changed their laws to lessen the impact on teens who sext. While they may not be charged with felonies, the legal consequences can still be serious. Children can also be suspended or expelled from school for taking and sharing these pictures.

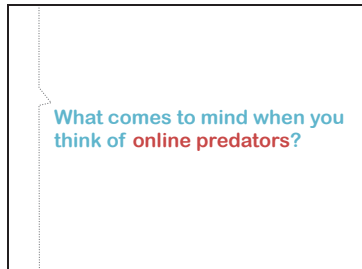


Slide 34



Remember, what your kids put online can be seen by anyone with access to their accounts. So teach them to be smarter about what they post. Help them do this by talking to them about who they talk to, what they say, and what they show. Ask them questions like, “Can I see what you’ve been posting online?” and, “What information is okay to share online?”

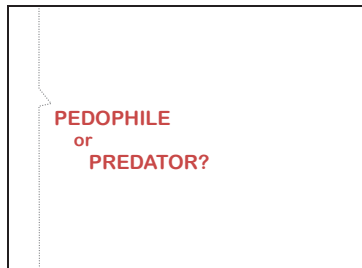
Slide 35



Even as your children become smarter about what they put online, there will still be people out there who mean to harm them. What comes to mind when you think of online predators?

You’re probably picturing an older man pretending to be a teen and chatting with innocent kids. After getting as much personal information as possible, he swoops by their homes and abducts them. For a while, that’s what **everyone** thought, but research has shown this isn’t the case. So who are online predators, really? I’m going to give you a general overview so you know what to expect.

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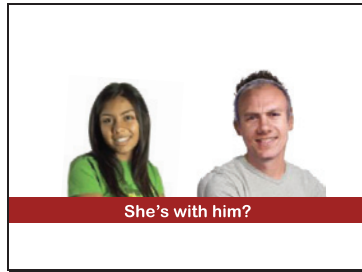


A common misconception is that all online predators are pedophiles. By definition, pedophiles are attracted to pre-pubescent children. The victims of online predators are mostly adolescents between the ages of 13 to 17.<sup>1</sup> This does not mean that pedophiles aren’t online, but they don’t have many opportunities to form relationships with younger children who are not heavy Internet users and are often well-monitored.

Citation

<sup>1</sup>Wolak J, Finkelhor D, Mitchell K, Ybarra M. Online Predators and Their Victims: Myths, Realities, and Implications for Prevention and Treatment. American Psychologist, 2008;63:111-128.

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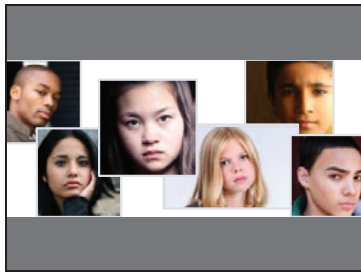


You also might be thinking that online predators are older men who forcibly abduct their victims. Perhaps you're picturing a man like this, but **(click)** this guy is just as likely to be an online predator and much more attractive to teens. He wouldn't need to lie about his age or intentions. Instead, many teens would be thrilled to get attention from an older guy and possibly eager to meet him. The teens might even think that they're in love. For this reason, many online predators do not need to abduct their victims. Most victims willingly meet older men offline for sex.<sup>1</sup>

Citation

<sup>1</sup>Wolak J, Finkelhor D, Mitchell K, Ybarra M. Online Predators and Their Victims: Myths, Realities, and Implications for Prevention and Treatment. American Psychologist, 2008;63:111-128.

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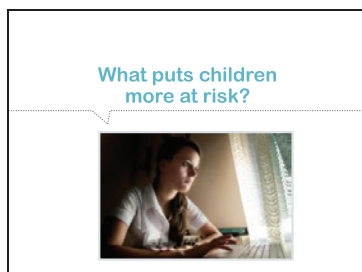


So we know that victims are usually teens who meet willingly offline, but what else do we know about them? First, we know that children who are talking about sex online with people they don't know are more likely to be approached by a predator. <sup>1</sup> The reason these teens are willing to talk about sex is that they're curious. They **want to** talk to people who seem willing to satisfy that curiosity. Predators take advantage of this and encourage their victims' risky behavior.

Citation

<sup>1</sup>Wolak J, Finkelhor D, Mitchell K, Ybarra M. Online Predators and Their Victims: Myths, Realities, and Implications for Prevention and Treatment. American Psychologist, 2008;63:111-128.

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We also know that children with a history of sexual or physical abuse are more likely to be targeted by and respond to predators. This is because children who are victims offline are more likely to engage in risky behaviors online.<sup>1</sup> These children may respond to predators because they are looking for the attention they don't get otherwise.

Citation

<sup>1</sup>Wolak J, Finkelhor D, Mitchell K, Ybarra M. Online Predators and Their Victims: Myths, Realities, and Implications for Prevention and Treatment. American Psychologist, 2008;63:111-128.



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Boys who are questioning their sexuality also tend to be more vulnerable. Although most victims are girls, 25% of victims of Internet-initiated sex crimes are boys.<sup>1</sup> This next NetSmartz video is a true story about two boys who were sexually assaulted by people they met online.

(Click to show video.)

Citation

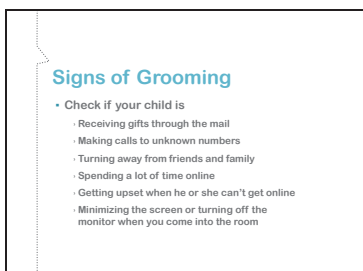
<sup>1</sup> Wolak J, Finkelhor D, Mitchell K. Internet-initiated sex crimes against minors. Journal of Adolescent Health, 2004;35:424.e11 – 424.e20.

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(Video plays.)

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Although Ryan and Noah both knew that meeting offline was dangerous, they were groomed to ignore this. Grooming is the process that predators use to manipulate their victims. In addition to what you saw in the video, here are some other signs of grooming to look for. You should check if your child is

- Receiving gifts through the mail, like bus tickets, cell phones, and webcams
- Making calls to unknown numbers
- Turning away from friends and family in favor of spending time online
- Getting upset when he or she can't get online
- Or, minimizing the screen or turning off the monitor when you come into the room

If you see any of these signs, don't ignore them. Talk to your children. Check out what they're doing online and who they're talking to. Get help immediately if you suspect something is wrong.

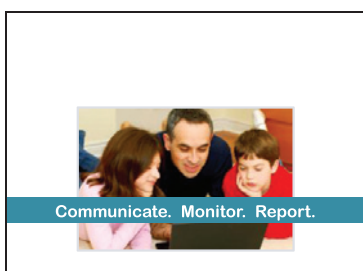
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You and your child should know who to tell if they are victimized online. You can report the situation to the National Center for Missing & Exploited Children's CyberTipline. CyberTipline acts as a liaison between you and the police. They review the information that you provide and then send it to the local, state, or federal law enforcement that can best handle your case. Contact them if

- Anyone sends your child photos or videos containing obscene content
- Anyone speaks to your child in a sexual manner
- Or, anyone asks your child to meet in person

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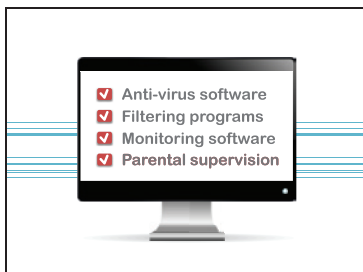
The most important things you can do to protect your children from online predators are to communicate with them and monitor their online activities. Ask them, "What do you know about online predators?" and, "What would you do if someone asked to meet you in person?" Help your children understand their boundaries so that if anyone crosses the line with them, they know to come to you and report.

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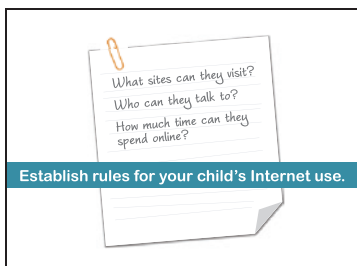
With all that I've just shown you, you might be afraid to let your child go online. However, my point is not to frighten you, but to help you prepare your child for a technology-driven world. Think about it; everything is going digital from banking, to schooling, to communication. Your children **need** to learn how to be safer and smarter online. So teach your child how to use technology responsibly.

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Many of you may safeguard your computers with filtering applications and anti-virus and monitoring software, and think this is enough. While it's true that these can help protect your kids from nudity, violence, bad language, and other inappropriate content, technology won't solve everything. Nothing replaces a parent's or a guardian's involvement in helping to safeguard children online.

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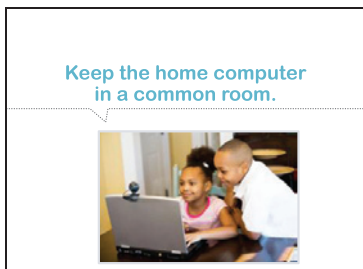


So make sure to get involved by establishing Internet safety rules for your children. These should include

- What sites they can visit
- Who they can talk to
- And, how much time they can spend online

Make sure they understand that these rules apply to all of the technologies they're using: home computers, laptops, cell phones, iPods, webcams, and gaming systems. However, your rules will only be effective if you actively supervise your children when they're online.

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You might think it's okay for kids to have their own computers in their bedrooms, but you can't always see what they do online. Keep the home computer in a common room, not in a secluded area like a bedroom or basement, so you can see what your children are doing and help them if they have a problem.

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If your child uses a laptop, consider setting the free parental controls offered by your Internet service provider, browsing through their history, or disabling their wireless connection.

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If your child has a cell phone, make sure you know what it's capable of. Can it access the Web? Does it have a camera? Also, make sure you're aware of your child's contact lists and who they may be talking to or texting.

Don't forget that portable gaming devices, like the Nintendo DS, and music players, like the iPod Touch, have Internet access. Take a look at the parental controls so you can filter content you consider to be inappropriate.

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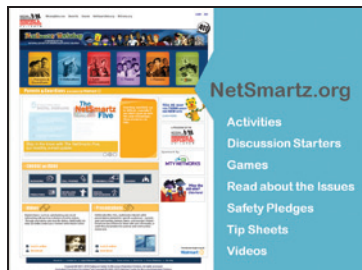


And remember, the most important thing is to communicate with your children about their online lives. You may want to ask them questions like

- What's your favorite thing to do online?
- Show me the funniest YouTube video.
- And, let's play your favorite online game.

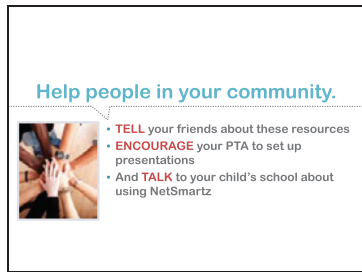
If you discuss these things with them, you're not only protecting them now, you're preparing them to live in an increasingly digital world. Many kids are afraid that if they tell their parents about something that's happened, they'll overreact and pull the plug. If you take away the Internet, your children may be less likely to come to you if they have a problem. The best way to get your children to discuss a problem with you is to make yourself available and have an open mind.

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If you need a jump start to help you with these conversations, NetSmartz.org has resources which can help you. We have a page just for parents where you'll find resources for you and your children. Check out our tip sheets, read about the issues, and use our discussion starters to begin a conversation with your children about what they're doing online. You can even make Internet safety fun for your children by introducing them to NetSmartz videos and games. All of these materials will help you educate your children about the issues, engage them in a discussion, and empower them to make safer online decisions.

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And, you can help people in your community do the same.

- **Tell** your friends about these resources.
- **Encourage** your PTA to set up presentations.
- And, **talk** to your child's school about using NetSmartz.

As I mentioned before, the Internet is only becoming a bigger and bigger part of children's lives. Use the knowledge you've gained today/tonight to make their lives safer and become the trusted adult that children can go to for help.

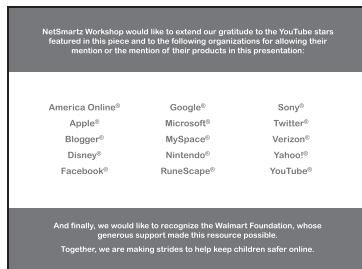
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Thank you!

(End of presentation.)

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## Mac Troubleshooting FAQs

**Q: What should I do if the program freezes?**

**A:** Follow these steps to re-start the program: (1) Press “Escape” (2) Click on the CD Icon (3) Click “Play\_Parent\_Presentation.pps.”

**Q: Why did the video stop playing?**

**A:** You may have pressed the pause button or clicked the mouse. Click the pause button or the mouse again and the video will resume.

**Q: Why did the screen go black after the video segment?**

**A:** It is normal for the screen to fade to black after the video plays. Advance to the next slide by clicking the mouse or pressing the right arrow key on your keyboard.

**Q: Why is there no image on the screen, even though I have connected to the projector?**

**A:** You may need to use a keyboard command to tell the laptop that something is connected to its external output port. Look for a symbol of a monitor on your function keys. For instance, on some laptops, the command is “Function key + F4.”

**Q: I don’t have PowerPoint on my Mac. Will I still be able to play the presentation?**

**A:** You must have PowerPoint installed on your Mac in order to play the presentation.

**Q: How may I share the presentation files with others?**

**A:** First, copy the DMG file to a thumb drive. Now you can transfer the file to another computer and mount the image. You can also create a CD. Sites such as [www.mactipsandtricks.com](http://www.mactipsandtricks.com) can help walk you through the steps of burning a DMG file to CD.

Remember, all NetSmartz presentations may be downloaded for free from [www.NetSmartz.org](http://www.NetSmartz.org).

If your question has not been answered, please e-mail [netsmartz\\_tech@ncmec.org](mailto:netsmartz_tech@ncmec.org).

## PC Troubleshooting FAQs

**Q: What should I do if the CD doesn't run automatically when I put it into my computer?**

**A:** Follow these steps to run the program: (1) Click on "My Computer" (2) Click on your CD drive (3) Open the "NetSmartz Parent Presentation 2011" folder (4) Click "Play\_Parent\_Presentation.bat."

**Q: What should I do if the program freezes?**

**A:** Follow these steps to re-start the program: (1) Press "Escape" (2) Click on "My Computer" (3) Click on your CD drive (4) Open the "NetSmartz Parent Presentation 2011" folder (5) Click "Play\_Parent\_Presentation.bat."

**Q: Why did the video stop playing?**

**A:** You may have pressed the pause button or clicked the mouse. Click the pause button or the mouse again and the video will resume.

**Q: Why did the screen go black after the video segment?**

**A:** It is normal for the screen to fade to black after the video plays. Advance to the next slide by clicking the mouse or pressing the right arrow key on your keyboard.

**Q: Why is there no image on the screen, even though I have connected to the projector?**

**A:** You may need to use a keyboard command to tell the laptop that something is connected to its external output port. Look for a symbol of a monitor on your function keys. For instance, on some laptops, the command is "Function key + F4."

**Q: Do I need a password?**

**A:** You do not need a password to use the NetSmartz presentations. However, all of the presentations are password protected in order to prevent the content from being altered. You may only open them as "Read-only" files. If your password prompt does not offer a "read-only" option, then you may have an administrative rights issue and will need to contact your IT department.

**Q: Why have I received an error message stating that I do not have administrative rights when I am the administrator on this machine? (Windows Vista Only)**

**A:** To bypass this error, right click on the file you are installing and click "Run as Administrator." You should now be able to run the program.

**Q: How may I share the presentation files with others?**

**A:** If you simply copy the presentation file to a disc, the presentation may not run correctly. It is best to download the ISO version of the files from [www.netsmartz.org/presentations](http://www.netsmartz.org/presentations) and then burn them to a disc. For more information about this process, visit a tech site like [www.cnet.com](http://www.cnet.com), which may also direct you to some free CD burner programs.

Remember, all NetSmartz presentations may be downloaded for free from [www.NetSmartz.org](http://www.NetSmartz.org).

If your question has not been answered, please e-mail [netsmartz\\_tech@ncmec.org](mailto:netsmartz_tech@ncmec.org).



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