

Slide 1



□ SLIDE 1: Title Slide – Staying Safe from Online Harm

Presenter Script:

(Welcome)

“Hi everyone! Welcome to our presentation on staying safe from online harm. We’ll be talking about ways to stay safe with your friends while doing things like using the internet, social media, and gaming online. But these strategies apply to your life offline as well.”

(Introduction of Sponsors)

"This presentation was created by **Childhelp**, an organization dedicated to the prevention of child abuse and the protection of children. **Childhelp’s** mission is to educate and empower young people to recognize unsafe situations and seek help when needed. This curriculum was developed and made possible through a partnership between **Childhelp** and **Meta**. And we are presenting this as participants of **LifeSmarts**, a consumer education program that helps teens develop real-world skills, including online safety and awareness."

(Introduction of Presenters)

"We’re [Presenter Names], and we’re excited to lead this discussion with you today!"

Slide 2



□ SLIDE 2: Why This Matters

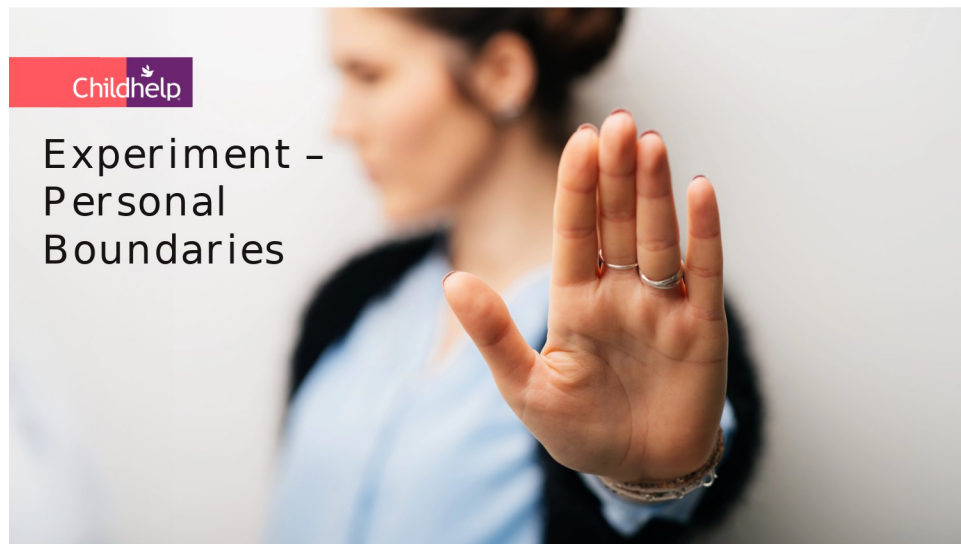
Presentation Script:

(Purpose)

"The internet is part of our daily lives—we use it to talk to friends, play games, and share moments. But just like in real life, not everyone online has good intentions. Today, you'll learn how to:

- Recognize Red Flags;
- Set **Digital Boundaries**; and
- Take action to protect yourself and others."

Slide 3



□ SLIDE 3: Activity – Personal Boundaries Experiment

Presentation Script:

(Intro to Activity)

"Before we jump into online safety, let's do a quick experiment."

"Everyone has different comfort levels with personal space. What feels fine to one person might feel too close for someone else."

(Volunteer Selection & Activity)

"We need two sets of volunteers!"

[First select two volunteers who don't know each other well. Have them stand in front of the group about 10 feet apart. Ask one person to stand still, while the other walks slowly toward them. Tell the standing person to raise a hand when they feel uncomfortable and stop where they are.]

[Repeat the experiment with a second pair, but this time choose two volunteers who are good friends. One person should stand still while the other walks closer. When the standing person raises their hand to signal they have come within their personal boundaries both people should stop where they are.]

(Discussion & Key Takeaways)

"Did you notice any differences between the two pairs? Why do you think some people were comfortable with less space while others needed more?" *(Take responses.)*

"Familiarity, trust, and personal comfort levels all play a role in how we set **Personal Boundaries**."

"Just like we have personal boundaries in real life, we also have **Digital Boundaries**—deciding what we share, who we interact with, and when to say no."

"Now, let's talk about how these boundaries apply to online spaces."

Slide 4



□ SLIDE 4: What Are Digital Boundaries?

Presentation Script:

(Transition from Slide 3)

"We just saw how everyone has different **Personal Boundaries**—what feels comfortable for one person might be too much for someone else."

"Now, let's talk about **Digital Boundaries**—the limits we set for ourselves when we're online."

(Defining Digital Boundaries)

"Your **Digital Boundaries** help you decide:

- What personal information you share;
- Who you interact with online;
- When you say 'no' or block someone."

"Just like personal space, you get to decide what feels safe and comfortable for you in digital spaces."

(Discussion Questions)

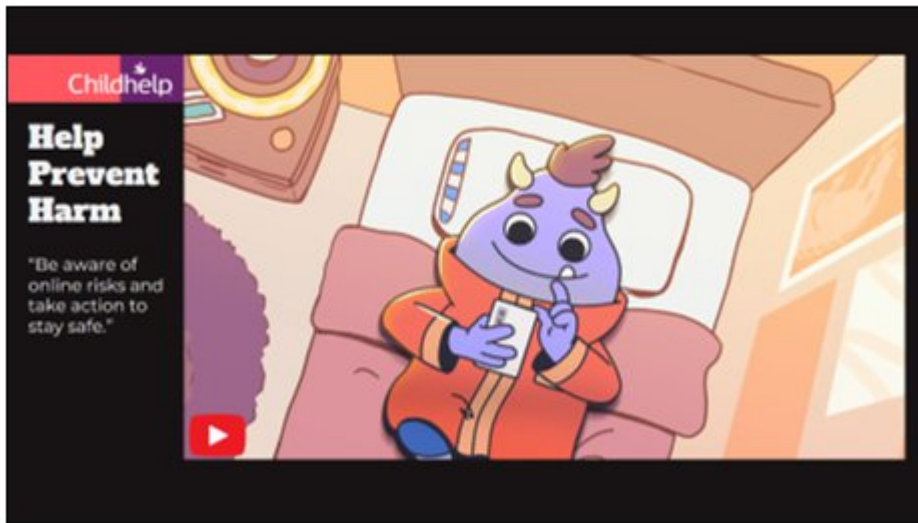
"What are some examples of **Digital Boundaries** that you or your friends have set online?"

•(Take responses—examples might include:

- *Using privacy settings;*
- *Only talking to people they know in real life; or*
- *Not sharing location.)*

"Throughout this lesson, we'll see how having strong **Digital Boundaries** helps protect you from online risks."

Slide 5



□ SLIDE 5: Video – Help Prevent Harm (1st Critical Message)

Presenter Script:

"Now that we've talked about **Digital Boundaries**, let's introduce the first of five Critical Messages: **Help Prevent**."

"This means being aware of online risks and taking steps to **avoid unsafe situations**. One example could be recognizing red flags—like someone trying to get close too fast, or asking you to move to a private chat."

"Let's watch this short video to learn more about what it means to **Help Prevent** online harm."

[Play the animated video "PREVENT" within the slide presentation. Or you can download the PPT presentation from RESOURCES at the top right. The video also is accessible at [youtube.com/watch?v=Dre5GF66j90](https://www.youtube.com/watch?v=Dre5GF66j90).]

(Discussion Questions)

"What stood out to you in the video? What are some ways we can prevent unsafe situations online?" *(Take 1-2 responses.)*

Slide 6



□ SLIDE 6: Recognizing Red Flags

Presenter Script:

(Intro to Online Red Flags)

"Sometimes, we might come across **Tricky People** who try to take advantage of others. They might seem friendly to gain your trust, but they may have bad intentions. It isn't always obvious, but something about their behavior feels off."

"When something doesn't feel right, that's called a **red flag feeling**—your instincts telling you that something might be unsafe."

(Key Red Flags – What to Watch For)

"These are some warning signs to look out for—both online and offline:"

▲ **Wanting you to keep secrets** – They might ask you not to tell anyone about your conversations or interactions.

▲ **Giving you lots of attention** – They may flatter you, give you gifts, or make you feel extra special to gain your trust.

▲ **Trying to get you alone** – They might push for private conversations, ask you to switch to a different app, or make it seem like they are the only one who understands you.

▲ **Getting too close, too fast** – They may constantly message you, act overly familiar, or make inappropriate comments about your appearance.

▲▲ **Playing on your emotions** – They may beg for your help with a personal problem, make you feel guilty, or say they have no one else to turn to.

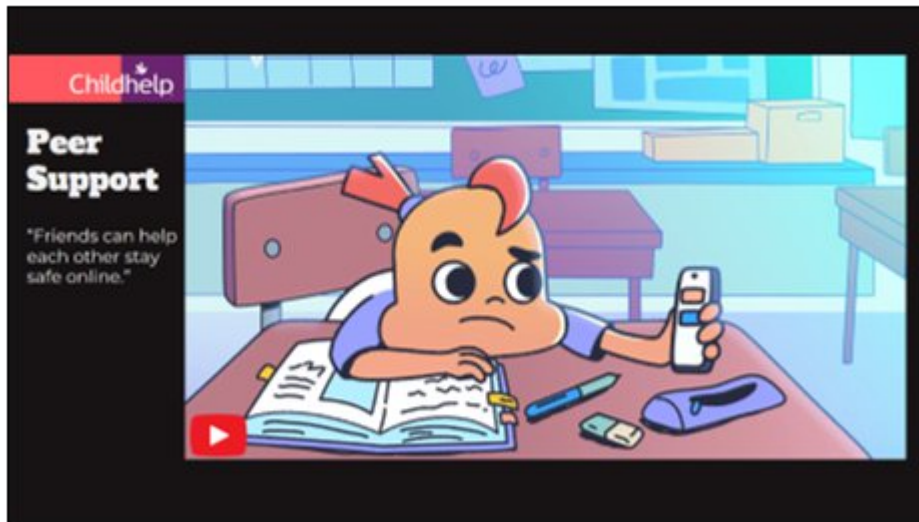
(Discussion Questions)

"What does a **red flag feeling** feel like?" *(Take responses. Answer could include - "It can include **physical reactions** like an upset stomach, dry mouth, or a pounding heartbeat. Some people call this **intuition** or a **gut reaction**—a way your body warns you that something isn't right."*)

"If you ever get a **red flag feeling**, the best thing to do is **STOP, BLOCK, and TELL a Safe Adult.**"

(If time allows: "How might Tricky People act differently online versus in person?" *(Take responses.)*)

Slide 7



□ SLIDE 7: Video – Peer Support (2nd Critical Message)

Presenter Script:

"The second Critical Message is **Peer Support**—helping friends stay safe online."

"If a friend is in a risky situation, we can support them by:

- Encouraging them to **trust their red flag feeling**.
- Reminding them to set **Digital Boundaries**.
- Helping them talk to a **Safe Adult**—someone they can trust and can go to for help."

"Let's watch this short video to see how friends can support each other online."

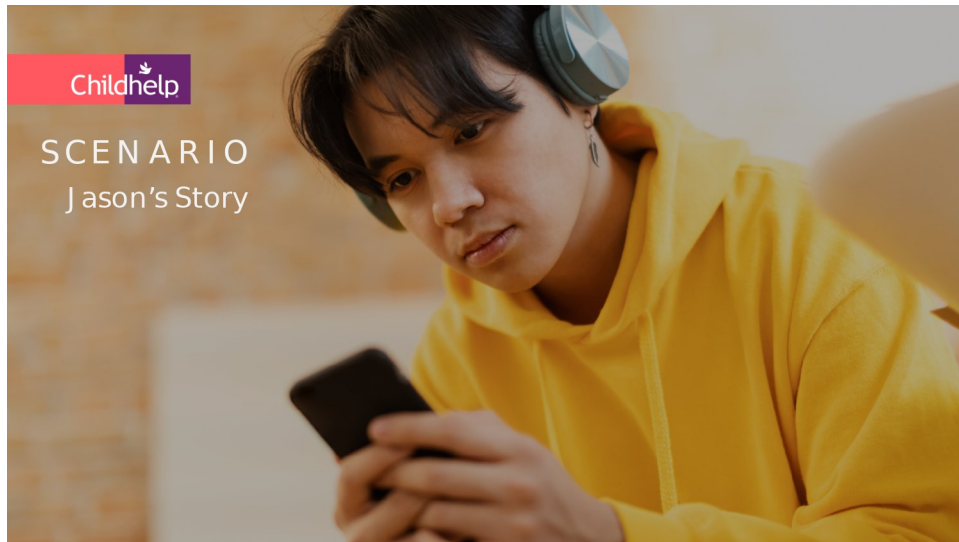
[Play the animated video "SUPPORT" within the slide presentation. Or you can download the PPT presentation from RESOURCES at the top right. The video also is accessible at [youtube.com/watch?v=1Pq6USnBW04](https://www.youtube.com/watch?v=1Pq6USnBW04).]

(Discussion Questions)

"What are some ways you could help a friend if they were in an unsafe online situation?" (*Take 1-2 responses.*)

"Looking out for each other online is just as important as looking out for each other in real life. A simple message like 'Are you okay?' or 'That doesn't sound right' can make a big difference."

Slide 8



□ SLIDE 8: Jason's Scenario (Class Discussion)

Presentation Script:

(Introducing the Scenario)

"Now let's look at a real-life situation where someone might need **Peer Support**."

"Meet **Jason**. He's been gaming online with a new friend. They seem really cool, and Jason enjoys chatting with them. One day, the friend asks him to **switch to a private chat** and starts **sending photos and messages that make Jason uncomfortable**."

(Discussion Questions – Engage Students First)

"Let's break this down. What are the **red flags** in this situation?" (*Take responses. Answers could include-*

- They asked him to move to a private space
- They sent him messages that made him uncomfortable

"If you were Jason, what would you do next?" (*Encourage answers like 'Don't switch to private chat,' 'Tell a Safe Adult,' or 'Block the person.'*)

(Guiding the Takeaway Message)

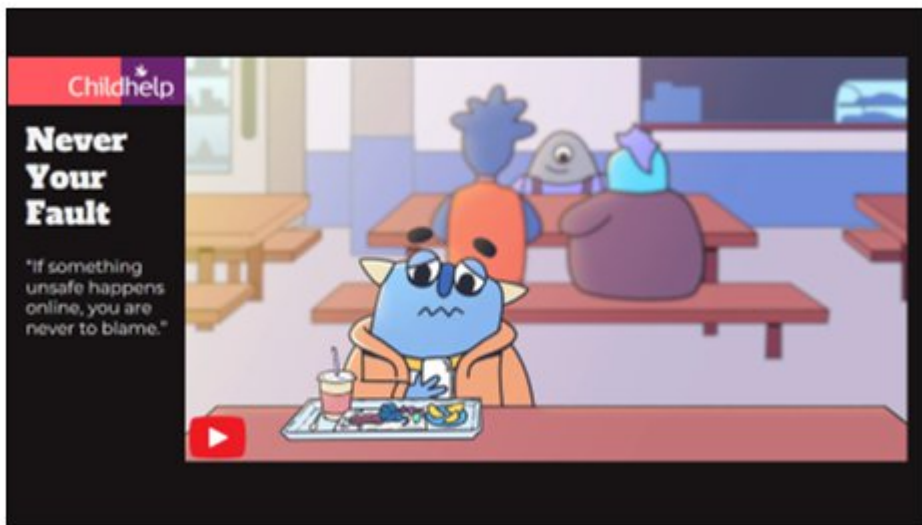
"Jason should trust his instincts—if something feels **off**, it probably is."

"Here's what Jason can do:

- Keep his **Digital Boundaries** strong—don't feel pressured to move to a private chat.

- Tell a **Safe Adult** if something feels uncomfortable.
- Help a Friend** who might be in a similar situation by reminding them that he'll be there for them no matter what."

Slide 9



□ SLIDE 9: Video – Never Your Fault (3rd Critical Message)

Presentation Script:

(Transition from Jason's Scenario)

"We just saw how Jason's situation could make someone feel **confused, uncomfortable, or even guilty**. But here's something important to remember—if something unsafe happens online, it is **NEVER your fault**."

(Introducing the Video)

"The third Critical Message is **Never Your Fault**. If someone pressures, manipulates, or threatens you online, **they are the ones responsible**, NOT you."

"Let's watch this short video to learn more."

[Play the animated video "NEVER YOUR FAULT" within the slide presentation. Or you can download the PPT presentation from RESOURCES at the top right. The video also is accessible at [youtube.com/watch?v=DSM8ybJB2fQ](https://www.youtube.com/watch?v=DSM8ybJB2fQ).]

(Post-Video Discussion – Reinforce Key Message)

"Who knows what a **digital footprint** is?"

(Possible response – "Your digital footprint is all the information that is posted online by and about you, plus all the data that is collected about your activities—like info in your personal profile, images and videos you upload, social media

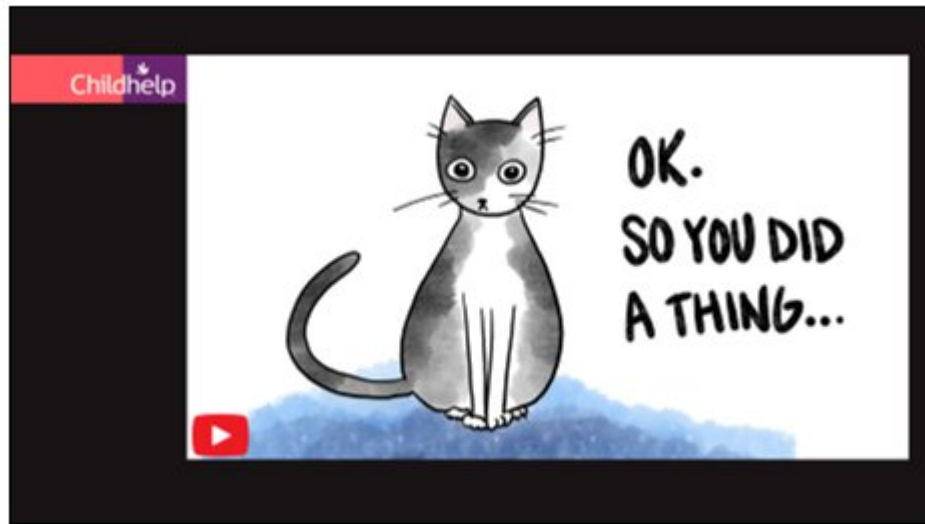
posts, comments or “likes” on the posts of others, sharing content of others, and browsing history.”)

"Why do you think some people feel **guilty or embarrassed** if something bad happens online?" (*Take 1-2 responses.*)

"It's important to remember that **anyone can be targeted**—no matter how smart or careful they are. The most important thing is to **reach out for help** instead of feeling ashamed."

"If something happens, talk to a **Safe Adult** right away. There is always help available."

Slide 10



□ SLIDE 10: Sextortion Video (Thorn)

Presentation Script:

(Transition from Never Your Fault Message)

"Unfortunately there are people out there who try to **pressure or manipulate others** into doing things they don't want to do. One way this happens is called **Sextortion**."

(Defining Sextortion in Simple Terms)

"Sextortion happens when someone **threatens to share private images if the victim doesn't send more pictures or do what they say.**"

"**Financial Sextortion** happens when scammers trick someone into sharing a private photo or video, then threaten to share it unless they're paid."

"Sometimes, these threats involve **deepfakes**—AI-generated images that look real but were never actually taken. Even if the images are fake, the threats can feel very real."

(Introducing the Video)

"This video from **Thorn** explains what **Sextortion** is and what to do if it happens to you."

[Play the animated video "Stop Sextortion | Thorn" (1:28) within the slide presentation. The video also is accessible at youtube.com/watch?v=9yQ3fdttbUk.]

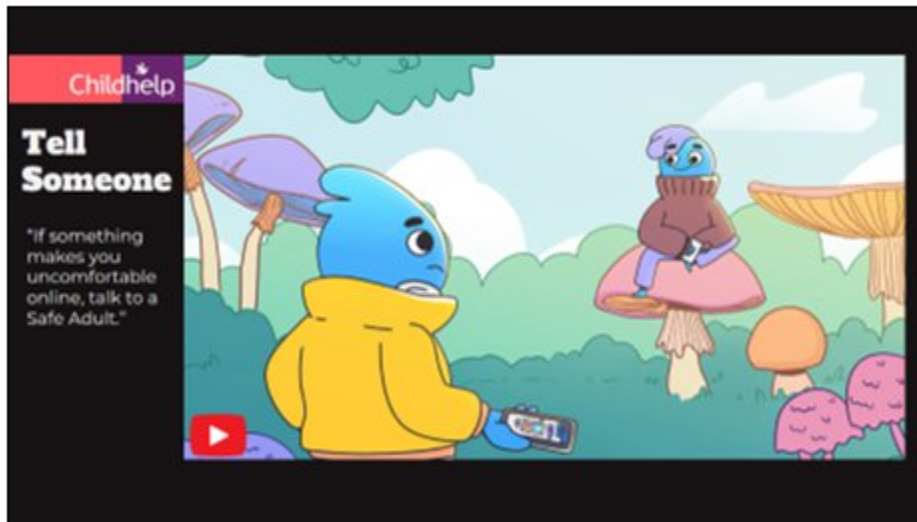
(Post-Video Discussion – Reinforce Key Message)

"What should you do if someone tries to pressure or threaten you online?" (*Encourage responses like "Block them," "Tell a Safe Adult," "Report them."*)

"If you ever find yourself in this situation, remember:

- You are not alone, and help is always available.
- There are people who can support you, and you never have to handle it by yourself.
- There are even resources available that can help you stop the spread of these images online. We'll tell you how to contact them at the end of the presentation."

Slide 11



□ SLIDE 11: Video – Tell Someone (4th Critical Message)

Presentation Script:

(Transition from Sextortion Video)

"We just learned how serious online threats like **Sextortion** can be. And it's really important to remember that you **don't have to handle these kinds of situations alone.**"

(Introducing the Video)

"The fourth Critical Message is **Tell Someone**—if you ever feel unsafe, pressured, or uncomfortable online, you can always reach out for help. It's never too late."

"Let's watch this short video to see why speaking up is so important."

[Play the animated video "TELL" within the slide presentation. Or you can download the PPT presentation from RESOURCES at the top right. The video also is accessible at [youtube.com/watch?v=cFb-xiiWTnY](https://www.youtube.com/watch?v=cFb-xiiWTnY).]

(Post-Video Discussion – Reinforce Key Message)

"Why do you think some people are afraid to ask for help in an online situation?" (*Take 1-2 responses.*)

"It's normal to feel embarrassed or scared, but getting help from someone like a **Safe Adult**, or calling a helpline, can help stop the problem and it can help keep others safe too. The sooner you speak up, the sooner you can get help."

"Even if you're not sure if something is serious, you can always **tell someone and get help.**"

Slide 12



□ Slide 12: Taylor's Scenario

Presentation Script:

(Transition from Tell Someone Video)

"We just talked about how important it is to **Tell Someone** if something unsafe happens online. Now, let's look at another real-life scenario where someone might need help."

(Introducing Taylor's Situation)

"Meet **Taylor**. Taylor receives a message from someone claiming to have an inappropriate image of her. But Taylor knows she never took a picture like that. The person sends it to her, and it really does look like her, but it isn't actually her."

"She realizes this is a Deepfake—a picture that looks real, but never happened. The person then threatens to share this **Deepfake** image with Taylor's friends and family unless Taylor sends real photos."

(Discussion Questions – Engage Students First)

"What are the **red flags** in this situation?" (*Take responses.*)

"Why do you think someone would use a **Deepfake** to manipulate Taylor?" (*Encourage responses about deception, control, and blackmail.*)

"If you were Taylor, what would you do next?" (*Take responses, guiding them toward safe actions.*)

(Guiding the Takeaway Message)

"Taylor is in a risky situation, but there are ways to handle it safely:

- DO NOT respond or send anything.** This person is trying to pressure Taylor, and responding can make it worse.
- BLOCK and REPORT the person.** Most apps and websites allow you to report threats like this.
- TELL A SAFE ADULT IMMEDIATELY.** Taylor should talk to a parent, teacher, or counselor who can help. She can also call a helpline.
- REMEMBER:** Generative AI can be used to create pictures of things that never happened, even if they look real.

"Next, we're going to take what we've learned and create a **Safety Plan** so we know what to do in situations like this."

Slide 13



□ SLIDE 13: Activity – My Safety Plan

Presentation Script:

(Transition from Taylor’s Scenario)

"Now that we’ve talked about **red flags** and real-life situations like Taylor’s, let’s take action to stay safe online."

"Each of you will get a **My Safety Plan** worksheet. This will help you think through different online situations, how to handle them, and who your **Safe Adult** is."

(Step 1: Walk Through an Example Together)

"Let’s go through the first example on line one of the worksheet together."

"The Event column in the first box states – ‘You’re gaming online, and another gamer wants you to switch to a private chat to talk.’"

"The second column asks - What are some risks of doing this? Write your answer in the box. Remember we talked about the red flags in Jason’s scenario and why it could be risky to move to a private chat."

"The third column asks for ‘My Safety Plan.’ Write in the box what you would do in this situation—like block or report the person and tell a Safe Adult. Then choose a ‘Safe Adult’ in your life who you could go to if this situation happened to you."

"Great Job. Now work through the next two rows on your own."

(Step 2: Student Activity – Apply It to Taylor’s Scenario)

“Finally, we’re going to look at the event in the last row of this worksheet which is similar to **Taylor’s Scenario**. Think about the risks Taylor faced, and write down what steps you would take if this happened to you, as well as your Safe Adult in this scenario.” *(Allow time for students to write.)*

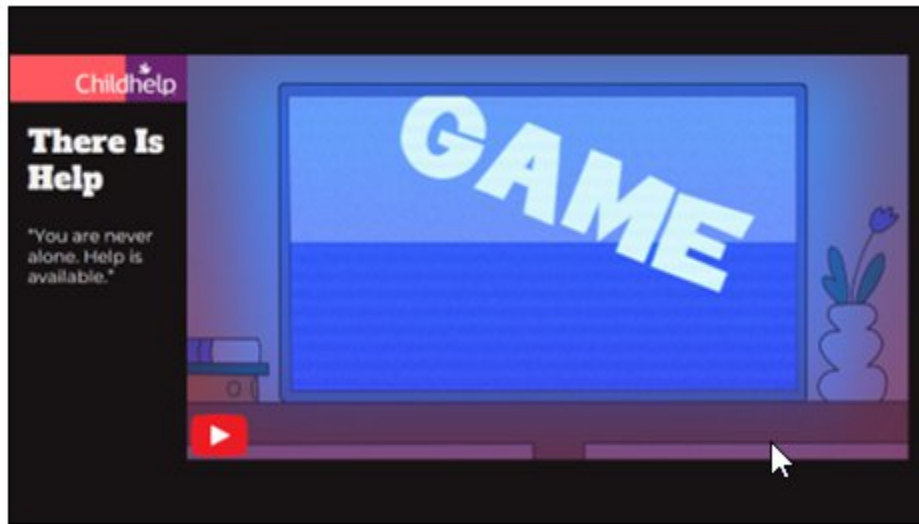
(Step 3: Class Discussion & Wrap-Up)

"Who would like to share part of their safety plan? What steps did you include?" *(Take a few voluntary responses.)*

"One of the most important parts of your safety plan is identifying your **Safe Adult**—someone you trust and can go to for help. It’s okay to have different **Safe Adults** for different situations. The important thing is that you always have someone to go to.”

"This worksheet is yours to keep as a reference anytime you need it.”

Slide 14



□ SLIDE 14: Video – There is Help (5th Critical Message)

Presentation Script:

(Transition from My Safety Plan Activity)

"We've covered a lot of serious topics today—digital boundaries, red flags, and how to stay safe online. But the most important thing to remember is this: **There is always hope, and there is always help available.**"

(Introducing the Video)

"The fifth and final Critical Message is **There Is Help**. No matter what happens, you are never alone, and there are people who care about you and want to help."

"Let's watch this short video to see how you can get help when you need it."

[Play the animated video "HELP" within the slide presentation. Or you can download the PPT presentation from RESOURCES at the top right. The video also is accessible at [youtube.com/watch?v=NHkW8q2jwi4](https://www.youtube.com/watch?v=NHkW8q2jwi4).]

(Post-Video Discussion – Reinforce Key Message)

"What is one thing you would tell a friend who feels like they're stuck in an unsafe online situation?" *(Take a few responses.)*

"No matter what happens online, there is always a way forward. Asking for help is not a weakness—it's one of the smartest and strongest things you can do."

Slide 15



□ SLIDE 15: Reporting & Getting Help

Presentation Script:

(Transition from "There is Hope" Video)

"Now that we've talked about staying safe online, let's review where you can go for help if you ever need it."

"I've got the phone numbers and URLs on the screen, and remember to report directly on apps and platforms too."

(Displaying Resources – Presenter Reads Aloud)

- If you are in immediate danger, **CALL 911**.
- **TEXT "Help"** to **1-800-422-4452** to contact **Childhelp** for confidential support.
- **LIVE CHAT** at <https://ChildhelpHotline.org> for real-time assistance.
- **REPORT** exploitation or online threats at <https://report.cybertip.org/>.
- **REMOVE** explicit photos from the internet using <https://takeitdown.ncmec.org/>.

"Take it Down is a free service that can help young people prevent private images from being posted online in the future. It's anonymous and easy to use, and you can learn more by going to the website on the screen."

(Wrap-up Message)

"Remember, if something happens online that makes you feel unsafe, there are always people who can help. You never have to handle it alone—reach out to a **Safe Adult** or one of these resources."

Slide 16



□ SLIDE 16: Activity – Online Safety Pledge

Presentation Script:

(Transition from Reporting & Getting Help)

"We've covered a lot today—recognizing red flags, setting Digital Boundaries, and knowing where to go for help. Now, let's take a moment to commit to what we've learned."

"The **Online Safety Pledge** is a way to remind ourselves of the choices we can make to stay safe and support each other online."

[Pass out a copy of the pledge to each student]

(Step 1: Read the Pledge Together)

"I'll read through the pledge, and you can follow along. Think about how these steps can help keep you and your friends safe online." *(Read through each statement clearly.)*

(Step 2: Signing the Pledge)

"If you agree with these statements, take a moment to sign your name at the bottom. Then ask a friend to be your 'Partner in Safety' and ask them to sign too."

(Step 3: Final Encouragement & Closing Message)

"This pledge isn't about following rules—it's about making **safe choices online**, **recognizing red flags**, and **speaking up when something doesn't feel right**."

Slide 17



□ SLIDE 17: Closing Slide – Thank You!

Presentation Script:

(Transition from Online Safety Pledge)

“Great job listening and participating today!”

“Before we go, we’re going to leave you with some handouts today....”

(Final Thoughts)

"Remember—**help is always available**. You don’t have to handle anything alone. If you’re ever in doubt, reach out to a **Safe Adult** or one of the resources on your handout.”

"Thank you again for being part of this discussion today. **Stay safe online and support each other!**"