



WELCOME

Your brain is involved in everything you do including how you think, how you feel, how you act and how you get along with other people. This lesson will reveal how online predators are taking advantage of your brain and attempting to add a painful chapter to your story

OBJECTIVES

Students will be able to:

1. Identify how predators use the internet to trap you.

2. Recognize the dangers & consequences of harmful images online such as porn and sexting.

3. Determine steps to take to be smart and safe online.

TIME: 20 minutes from start to finish WITHOUT class discussion.

RESOURCES

- Student Worksheet (in-person delivery)
- Staying Safe Online and Help Resources



ONLINE DELIVERY

Students take the course independently online. Activities, Knowledge Checks, and evaluations are completed online inside of the modules.

1. Students go to the link you provided.
2. Once students have completed the module, it is recommended facilitator follows-up with discussion questions provided.
3. Students do not need the Student Worksheet for this delivery method.
4. Offer Staying Safe Online and Help Resources to students as an electronic resource.



IN-PERSON DELIVERY

A facilitator delivers the video version of the module in-person to students. Activities, Knowledge Checks, and evaluations are completed in class on the Student Worksheet.

1. Pass out Student Worksheet.
2. Login to your POP account and navigate to the video version.
3. Press play. (The video will pause & prompt students to complete activities, Knowledge Checks, & evaluation questions on their Student Worksheet.)
4. Upon conclusion, it is recommended facilitator follows up with the discussion questions provided.



Press play to start *Your Brain Matters*.

ACTIVITY 1: **Apps and content.**

Students will identify apps they should avoid due to harmful content by answering these three questions.

1. What are the top 3 apps you use most often?
2. What are some apps where you see harmful content?
3. What is an example of harmful content you have seen?

CONTINUE

ACTIVITY 2: **What is true of you.**

Students will identify what steps they are taking to stay safe online and determine if additional steps are needed.

CONTINUE



KNOWLEDGE CHECK 1

Students will select answers according to what they've learned.

1. True or False?
If someone asks you for a sexual image or video, they're a predator?

2. Why is it easy for online predators to lure kids into their traps?

3. Consider the following: Kacey was playing an online game when one of the other users asked her to send them a nude picture. This is an example of which of the following?

CONTINUE

ACTIVITY 3: **Things online predators say.**

Students will recognize whether they have been approached by an online predator by checking things strangers have said to them.

CONTINUE

In-Person Delivery Guide Continued



KNOWLEDGE CHECK 2

Students will select answers according to what they've learned.

1. Which of the following is described as the "jet fuel" for abuse?

2. How do harmful images from pornography effect your brain?

3. True or false? The porn industry targets youth.



CONTINUE



KNOWLEDGE CHECK 3

Students will select answers according to what they've learned.

1. What is the definition of sextortion?

2. How often is the threat of sextortion carried out?

3. True or false? 42% of 14-year old's have sent a sext.



CONTINUE



EVALUATION QUESTIONS

1. What was something you learned that you did not know before?
2. What steps will you take as a result of what you learned today?



CONCLUSION

Provide student resources and collect Student Worksheets.

Upon conclusion it is recommended that facilitator follows up with discussion questions.



DISCUSSION QUESTIONS

Suggested questions to prompt further conversation.

1. Describe a time you think a predator was communicating with you online.
2. What have you clicked on that turned out to be unexpected?
3. How often do you think sexting happens at your school?
4. Why do you think sexting is considered normal?



GO DEEPER

The lesson doesn't have to end when the video stops! Here are some suggested activities facilitators can do with students for greater impact and comprehension.



STAYING SAFE ONLINE & HELP RESOURCES

1. Pass out the handout
2. Review the phrases in Staying Safe Online that predators use
3. Discuss the help resources available and provide local resources



CONTINUE THE DISCUSSION

For further discussion to develop advocacy skills, here are some suggested questions:

1. What would you do if someone you've never met came up to you and asked if you wanted to chat?
2. What would you do if someone you've never met asked to chat online?
3. Why are you more likely to chat online with someone you've never met than talk to a stranger in person?



BRAIN GAMES

For more brain games, check out: <https://www.lumosity.com/en/>



WHEN A CHILD DISCLOSES ABUSE

• If you are a mandatory reporter (teachers, clergy, healthcare providers, counselors, childcare providers), you are required to follow your state's mandatory reporting procedures. In many states, **ANY ADULT WHO SUSPECTS CHILD ABUSE OR NEGLECT IS REQUIRED TO REPORT.** All adults are encouraged to voluntarily report. Please check your state's reporting laws.



STAY CALM & BE COMPASSIONATE.

EFFECTIVE RESPONSE TECHNIQUES

- Thank them for trusting you and telling you something that was not easy to say.
- Listen well and repeat back what you heard them say, using their own words when possible.
- Validate them by naming it as abuse, assuring them it was not their fault.
- Determine what action needs to be taken and communicate what steps the child needs to take and what steps you are going to take.



ADDITIONAL RESOURCES

- For help and specific hotline or contact information, PLEASE VISIT PowerOverPredators.org

How Do Predators Hunt?

U.S. Congress, House of Representatives, Committee on Energy & Commerce, "Sexual Exploitation of Children Over the Internet: Report," 109th Cong., 2d sess. (2007), www.govinfo.gov/content/pkg/CPRT-109HPRT31737/html/CPRT-109HPRT31737.htm

Men Pretending to be Girls

Michael Gordon, "A Story All Parents Should Read: Adult Men Luring Boys Into Making Online Porn," *Charlotte Observer* (5 Sept 2017), <http://www.charlotteobserver.com/news/local/crime/article171285762.html>

Pornography: The Jet Fuel for Abuse

Kevin Brock, "Honoring Mollie Tibbett's Memory with Honesty," *The Hill* (30 Aug 2018), <https://thehill.com/opinion/criminal-justice/404303-honoring-mollie-tibbetts-memory-with-honesty>

What's the Big Deal?

National Center for Missing & Exploited Children, "Exploited Children Statistics," (2019), <http://www.missingkids.com/footer/media/keyfacts>

What's Causing the Epidemic?

Julie Ruvolo, "How Much of the Internet is Actually for Porn?" *Forbes* (7 Sept 2011), www.forbes.com/sites/julieruvolo/2011/09/07/how-much-of-the-internet-is-actually-for-porn/#658e83a55d16

What's the Motive?

Enough Is Enough, "Pornography," (Source: Pornhub website, 2019), https://enough.org/stats_porn_industry

The Amygdala

Jill Suttie, "How Sleep Makes You Smart," *Daily Good* (24 Dec 2013), <http://www.dailygood.org/story/631/how-sleep-makes-you-smart/>

The Prefrontal Cortex

Jane Anderson, "The Teenage Brain: Under Construction," *American College of Pediatricians* (May 2016), <https://acpeds.org/position-statements/the-teenage-brain-under-construction>

Jill Suttie, "How Sleep Makes You Smart," *Daily Good* (24 Dec 2013), <http://www.dailygood.org/story/631/how-sleep-makes-you-smart/>

How is Your Brain Wired to React?

Ernie Allen, "Why Finding a Solution is So Difficult," *Pornography: A Public Health Crisis*, National Center on Sexual Exploitation (July 14, 2015), 47, http://endsexualexploitation.org/wp-content/uploads/NCOSE_SymposiumBriefingBooklet_9-2_final_web.pdf

Donna Rice Hughes, "The Internet Pornography Pandemic: 'The Largest Unregulated Social Experiment in Human History,'" *Christian Apologetics Journal* 12,1 (Spring 2014): 28, <http://enough.org/objects/christian-apologetics-journal-spring2014.pdf>

Reality of Pornography

Enough Is Enough, <http://enough.org/stats-youth-and-porn>. Statistics could not be verified from original source cited: Jennifer Riemersma & Michael Sytsma, "A New Generation of Sexual Addiction." *Sexual Addiction & Compulsivity: Journal of Treatment & Prevention*, 20, No 4 (October 2013) 306-322, https://www.researchgate.net/publication/263259154_A_New_Generation_of_Sexual_Addiction

Barna Group, *The Porn Phenomenon: The Impacts of Pornography in the Digital Age*, (Josh McDowell Ministry, 2015), 32.

Ernie Allen, "Why Finding a Solution is So Difficult," *Pornography: A Public Health Crisis*, National Center on Sexual Exploitation (July 14, 2015), 47, http://endsexualexploitation.org/wp-content/uploads/NCOSE_SymposiumBriefingBooklet_9-2_final_web.pdf

The Effects of Pornography

Brenda Luscombe, "Porn and the Threat to Virility," *Time* (11 April 2016): 40-47, <https://time.com/magazine/us/4277492/april-11th-2016-vol-187-no-13-u-s/>

Sexting

"Children and Sexting – A Jiminy Report" (17 Dec 2019), <https://blog.jiminy.me/2019/12/17/children-and-sexting-a-jiminy-report>.

PROTECT Act (18 U.S.C. § 1466A(a)(1).

Arizona R Statutes §§ 8-201, 8-309, 8-341, 13-707, 13-802, 13-3551, 13-3560.

Sextortion

US Dept of Justice, "The National Strategy for Child Exploitation Prevention and Interdiction" (April 2016), 75, www.justice.gov/psc/file/842411/download

The Reality of Sextortion

Justin Patching & Sameer Hinduja, "Sextortion Among Adolescents: Results from a National Survey of U.S. Youth," *SAGE Journals* (28 Sept 2018), <https://journals.sagepub.com/doi/10.1177/1079063218800469>

Janis Wolak & David Finkelhor, "Sextortion: Findings from a Survey of 1,631 Victims," *Crimes Against Children Research Center, University of New Hampshire* (June 2016), 9, www.thorn.org/wp-content/uploads/2016/08/Sextortion_Report.pdf