



# DIGITAL CITIZENSHIP

UNDERSTANDING SOCIETY'S ENGAGEMENT IN A  
DIGITAL WORLD



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# OBJECTIVES

- IDENTIFY COMMON USAGE (THORN STUDY, PEW RESEARCH CENTER, NCMEC)
- IDENTIFY HOW PLATFORMS ARE DESIGNED TO INFLUENCE BEHAVIORS (DFI)
- UNDERSTANDING HOW TO SPOT FAKE NEWS & INFLUENCES (DFI)
- UNDERSTANDING THE EMOTIONAL TOLL OUR DIGITAL WORLD TAKES (DFI)

# RESEARCHING USAGE

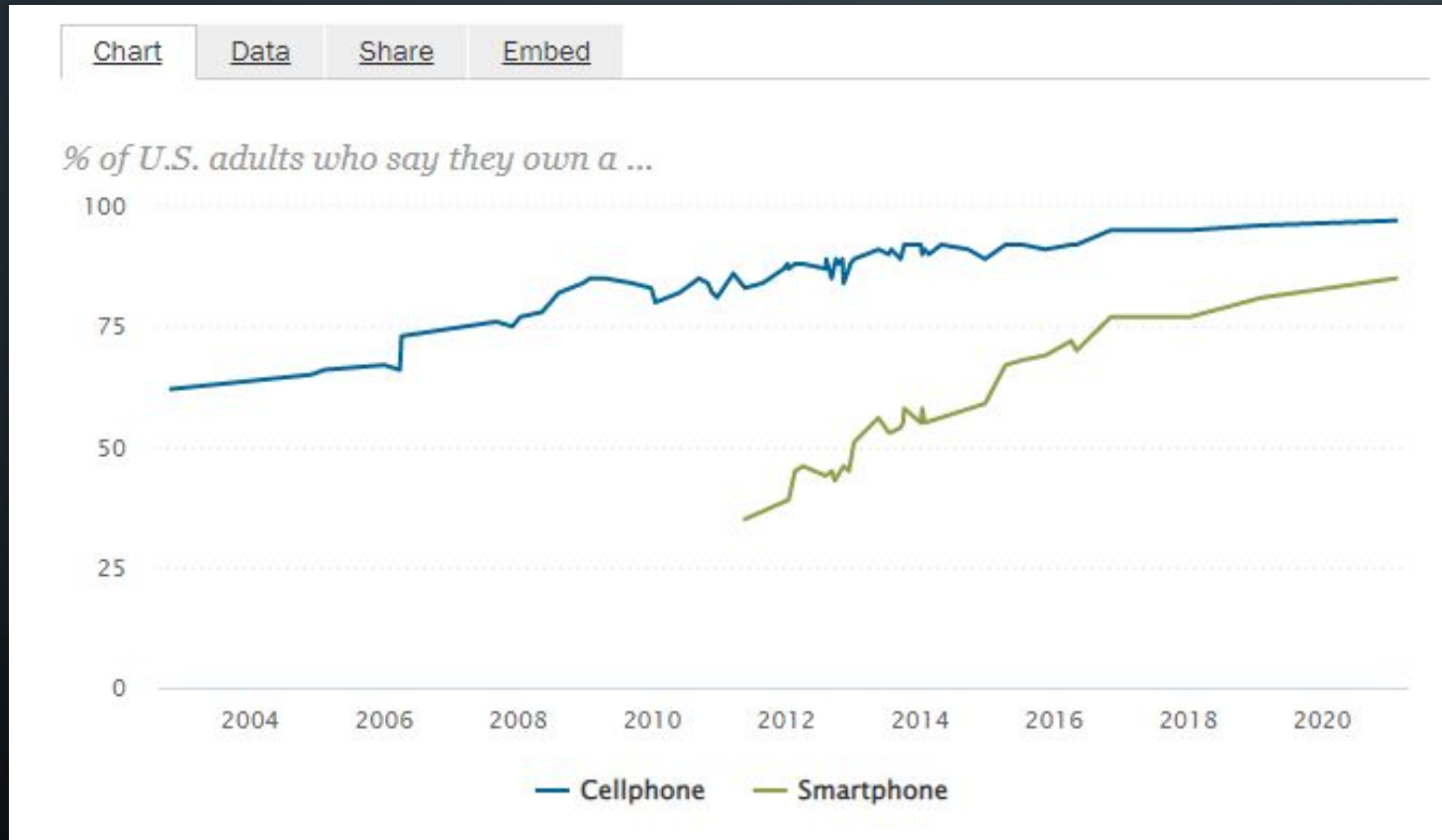


PEW RESEARCH  
CENTER

MOBILE FACTS SHEET



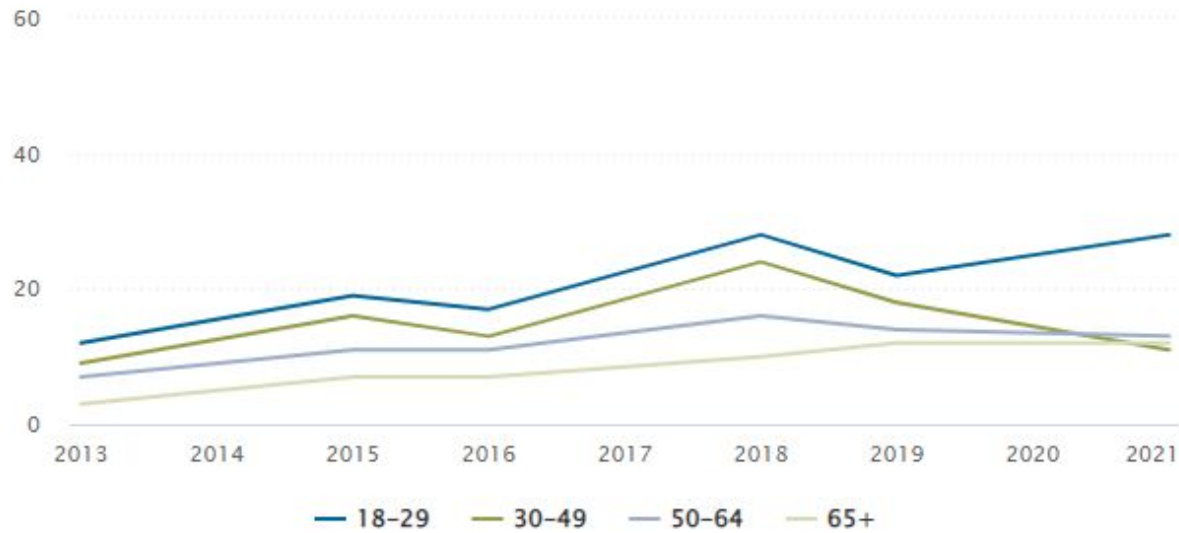
# MOBILE PHONE OWNERSHIP OVER TIME



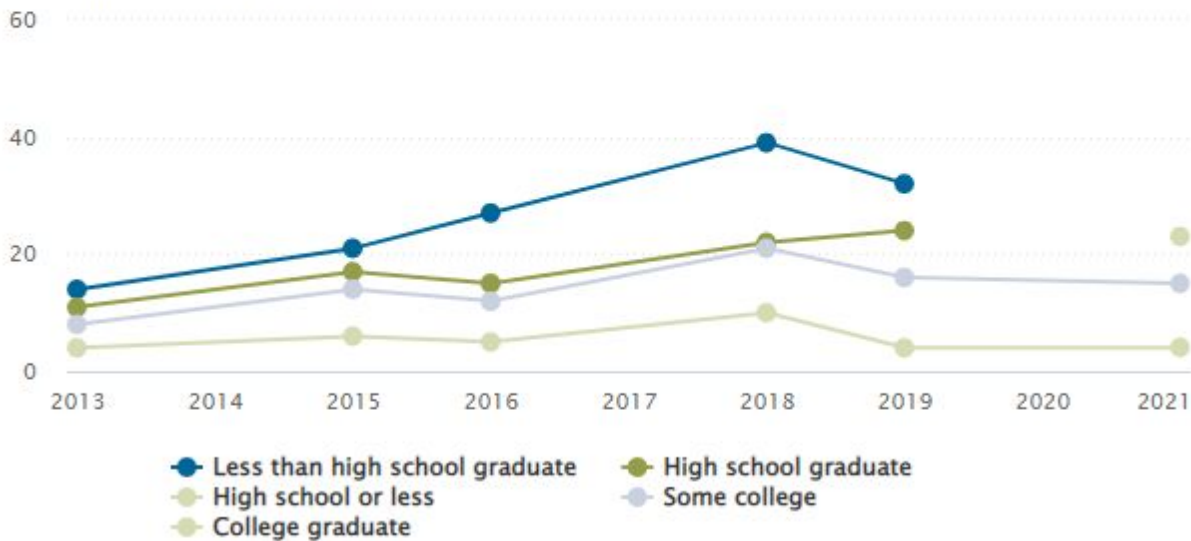
THE VAST  
MAJORITY OF  
AMERICANS —  
97% — NOW  
OWN A  
CELLPHONE OF  
SOME KIND.

85% OF  
AMERICANS OWN  
A SMARTPHONE,  
UP FROM 35%

% of U.S. adults who say they do not use broadband at home but own smartphones, by age



% of U.S. adults who say they do not use broadband at home but own smartphones, by education level



# WHO IS SMARTPHONE DEPENDENT?

RELiance ON  
SMARTPHONES FOR ONLINE  
ACCESS IS ESPECIALLY  
COMMON AMONG YOUNGER  
ADULTS, LOWER-INCOME  
AMERICANS AND THOSE  
WITH A HIGH SCHOOL  
EDUCATION OR LESS.

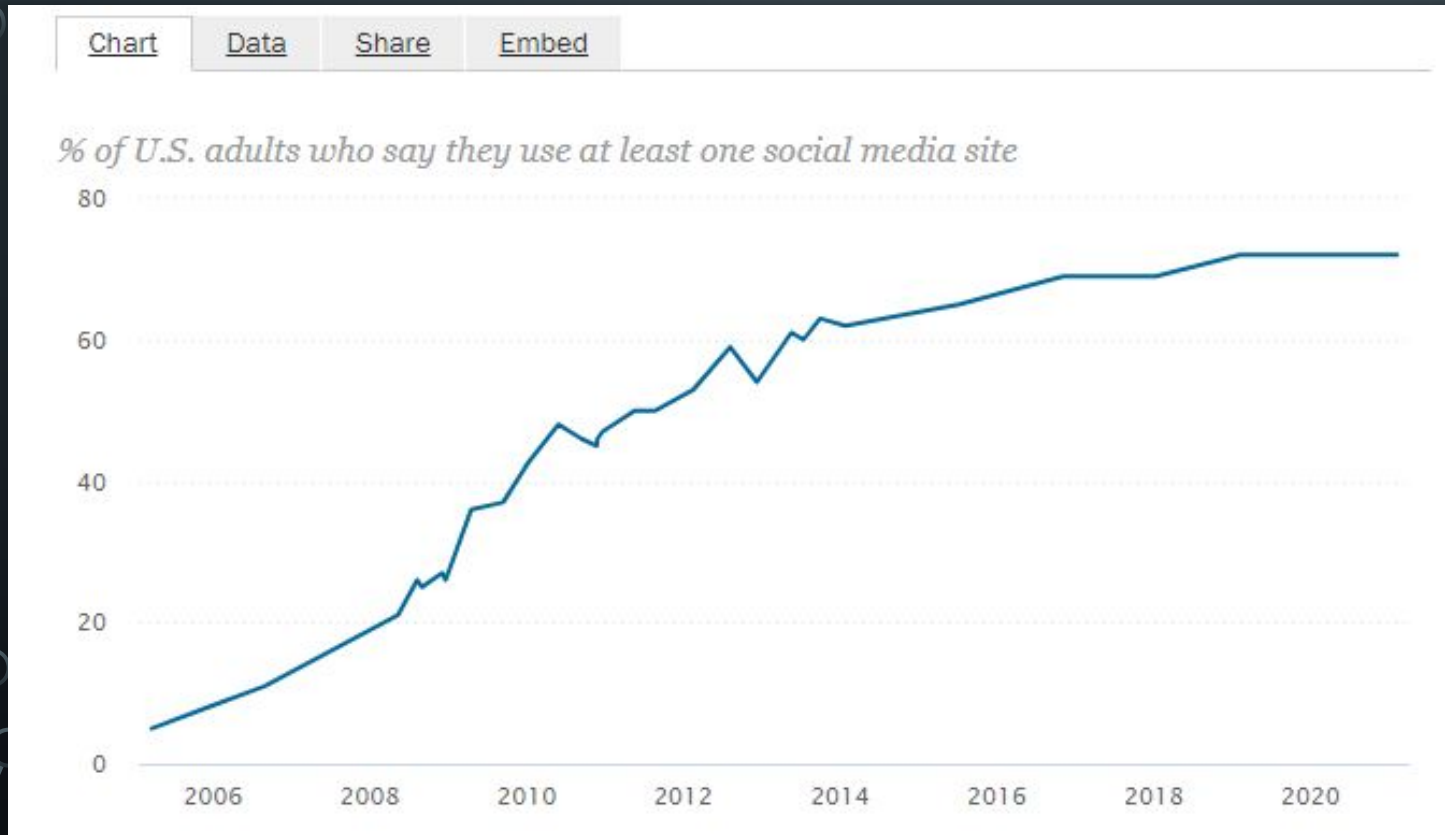
# RESEARCHING USAGE



PEW RESEARCH  
CENTER

SOCIAL MEDIA FACTS

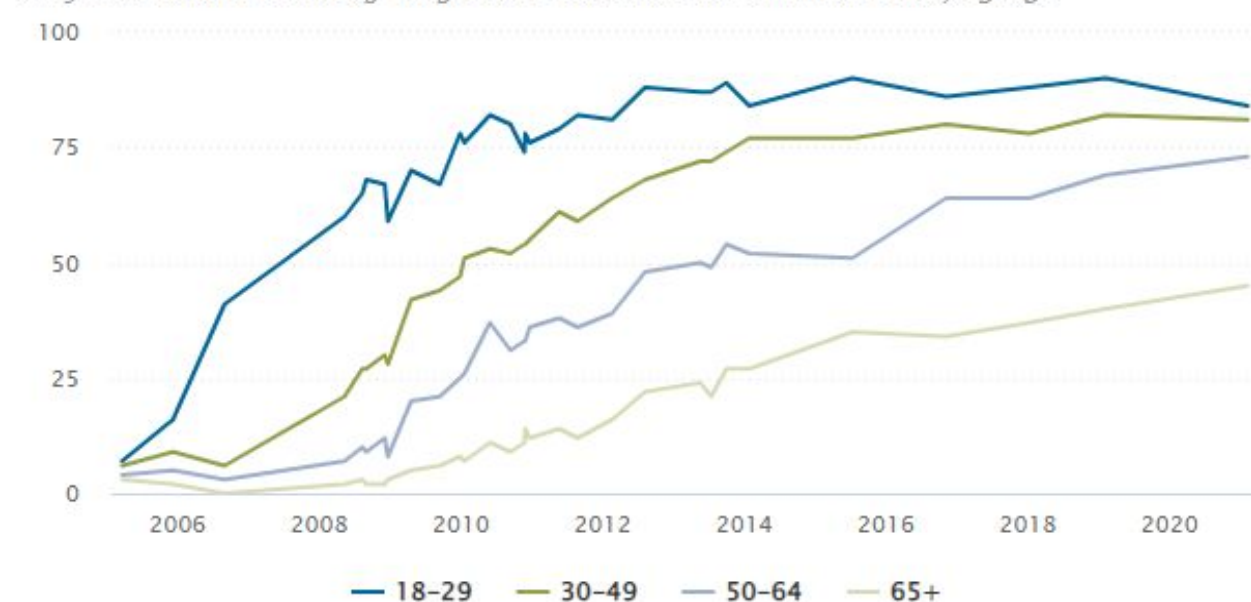
# SOCIAL MEDIA USE OVER TIME



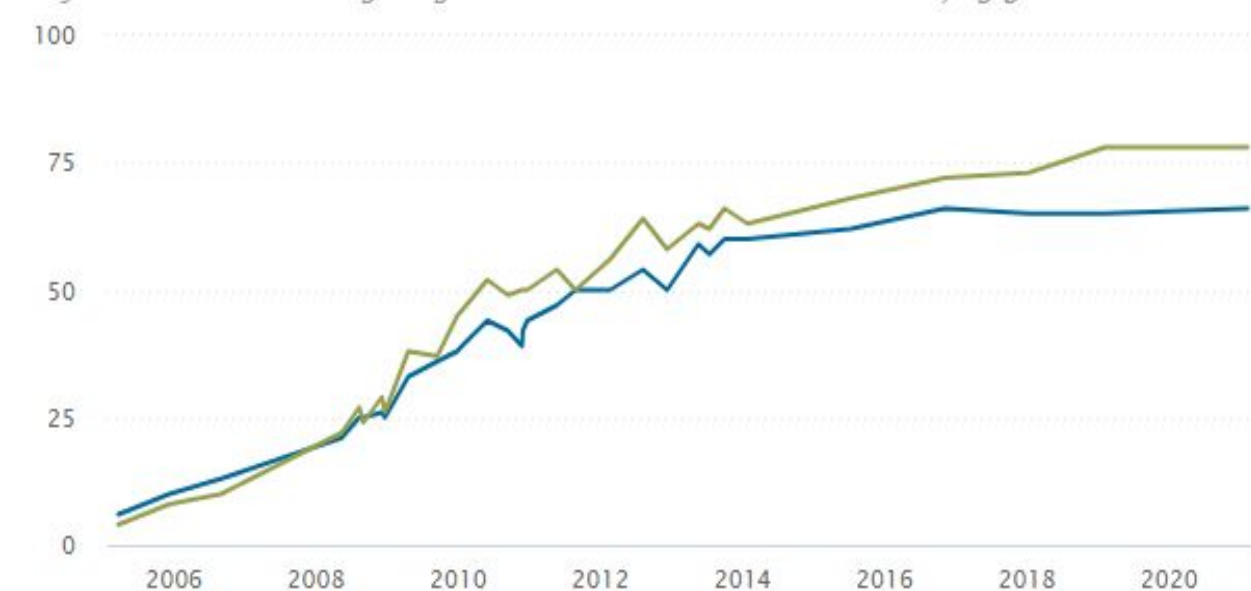
WHEN PEW RESEARCH CENTER BEGAN TRACKING SOCIAL MEDIA ADOPTION IN 2005, JUST 5% OF AMERICAN ADULTS USED AT LEAST ONE SOCIAL MEDIA PLATFORM.

BY 2011 THAT SHARE HAD RISEN TO HALF OF

% of U.S. adults who say they use at least one social media site, by age



% of U.S. adults who say they use at least one social media site, by gender



# WHO USES SOCIAL MEDIA?

YOUNG ADULTS WERE AMONG THE EARLIEST SOCIAL MEDIA ADOPTERS AND CONTINUE TO USE THESE SITES AT HIGH LEVELS, BUT USAGE BY OLDER ADULTS HAS INCREASED IN RECENT YEARS.

TODAY AROUND SEVEN-IN-TEN AMERICANS USE SOCIAL MEDIA TO CONNECT WITH ONE ANOTHER, ENGAGE WITH NEWS CONTENT



# RESEARCHING USAGE



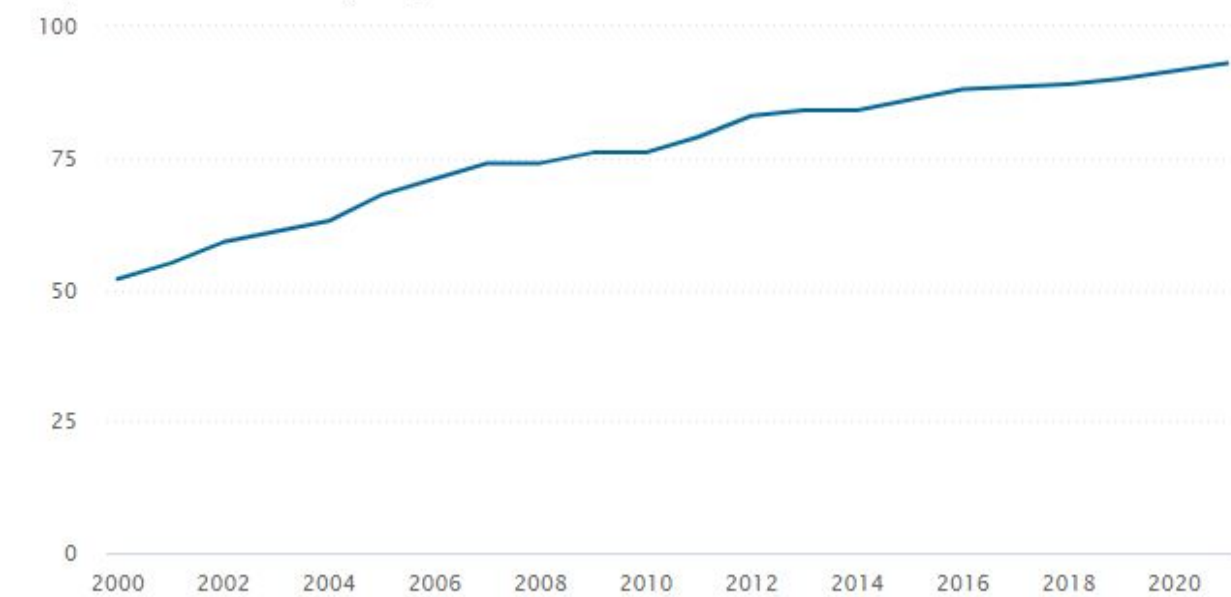
PEW RESEARCH CENTER

INTERNET/BROADBAND

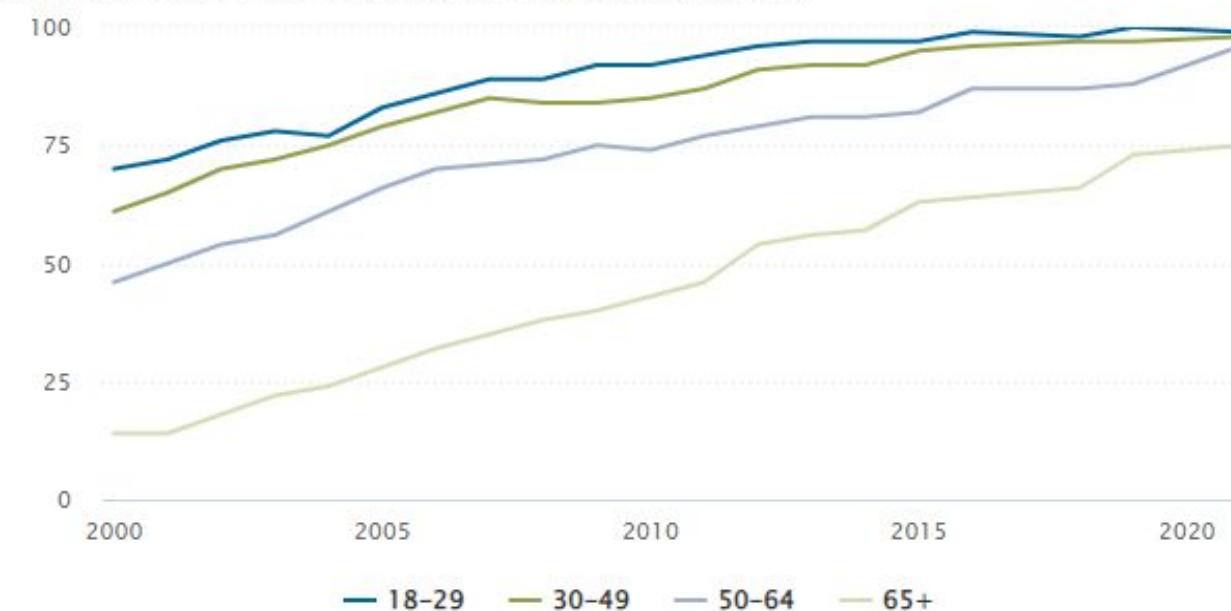
FACTS SHEET



% of U.S. adults who say they use the internet



% of U.S. adults who say they use the internet, by age



INTERNET USE  
OVER TIME

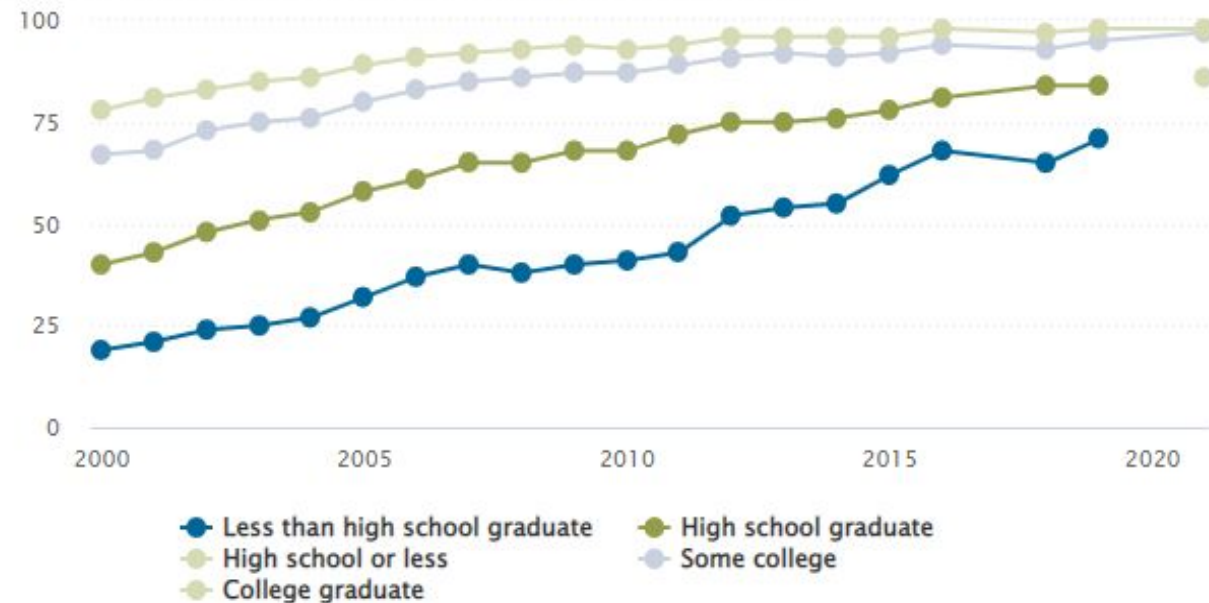
93% OF  
AMERICAN  
ADULTS USE  
THE INTERNET.

# WHO USES THE INTERNET?

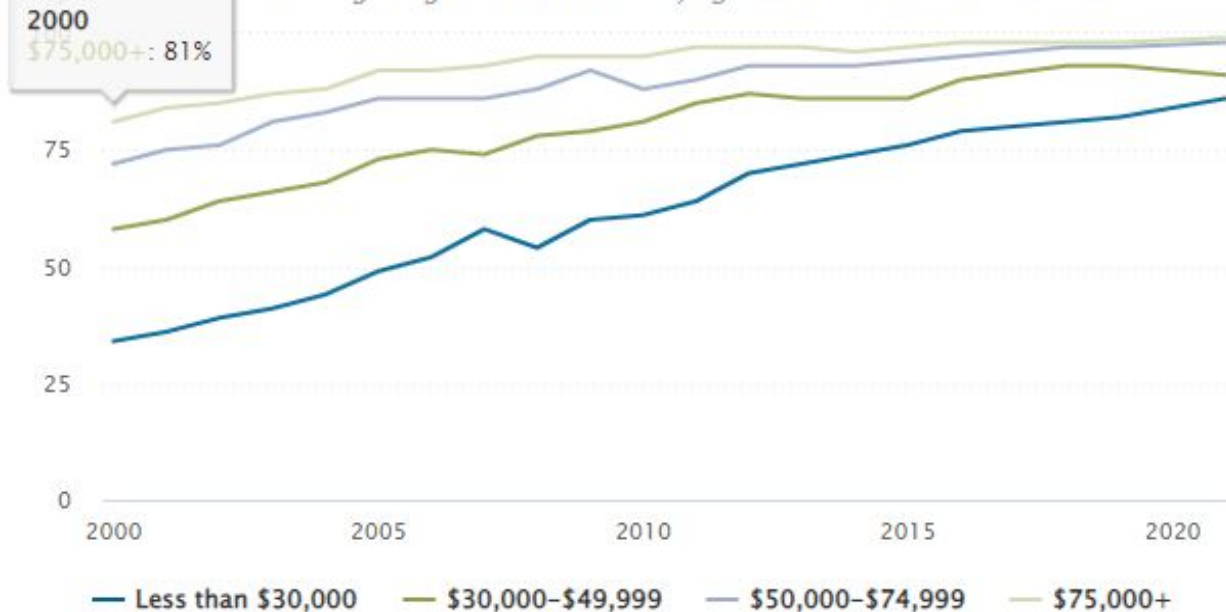
FOR SOME DEMOGRAPHIC GROUPS — SUCH AS YOUNG ADULTS, COLLEGE GRADUATES AND THOSE FROM HIGH-INCOME HOUSEHOLDS — INTERNET USAGE IS NEAR UBIQUITOUS.

ADOPTION GAPS REMAIN

% of U.S. adults who use the internet, by education level



% of U.S. adults who say they use the internet, by annual household income



# RESEARCHING USAGE



## I HORN STUDY

- ▣ THE ROLE OF CAREGIVERS: SAFEGUARDING & ENHANCING YOUTH RESILIENCE AGAINST HARMFUL SEXUAL ENCOUNTERS ONLINE
- ▣ ONLINE GROOMING: EXAMINING RISKY ENCOUNTERS AMID EVERYDAY DIGITAL SOCIALIZATION
- ▣ SELF-GENERATED CHILD SEXUAL ABUSE MATERIAL: YOUTH ATTITUDES AND EXPERIENCES IN 2020



# MINORS USAGE

## WHAT PLATFORMS ARE THEY USING?

Fig 6 | General platform use among minors – Ever used

	2019			2020			% CHANGE (+/-)				2019			2020			% CHANGE (+/-)		
	ALL MINORS	AGES 9-12	AGES 13-17	ALL MINORS	AGES 9-12	AGES 13-17	ALL MINORS	AGES 9-12	AGES 13-17		ALL MINORS	AGES 9-12	AGES 13-17	ALL MINORS	AGES 9-12	AGES 13-17	ALL MINORS	AGES 9-12	AGES 13-17
Amino	-	-	-	10%	8%	11%	-	-	-	Reddit	32%	24%	39%	32%	20%	41%	-	-4	+2
Among Us	-	-	-	43%	23%	59%	-	-	-	Roblox	-	-	-	47%	42%	50%	-	-	-
Byte	-	-	-	5%	5%	4%	-	-	-	Signal	12%	12%	13%	2%	3%	2%	-10	-9	-11
Call of Duty	-	-	-	48%	45%	51%	-	-	-	Slack	12%	14%	11%	6%	5%	6%	-6	-9	-5
Discord	32%	23%	40%	34%	20%	45%	+2	-3	+5	Slither.io	-	-	-	31%	17%	42%	-	-	-
Facebook	56%	51%	59%	62%	66%	60%	+6	+15	+1	Snapchat	68%	61%	74%	71%	67%	74%	+3	+6	-
Fortnite	52%	60%	46%	47%	47%	47%	-5	-13	+1	Tagged	-	-	-	4%	5%	3%	-	-	-
Google Hangouts/Meet	26%	21%	31%	64%	63%	65%	+38	+42	+34	Telegram	13%	13%	13%	11%	17%	7%	-2	+4	-6
Grand Theft Auto	47%	45%	49%	39%	36%	42%	-8	-9	-7	TikTok	52%	55%	50%	69%	66%	71%	+17	+11	+21
Houseparty	19%	20%	19%	15%	10%	19%	-4	-10	-	Triller	-	-	-	7%	8%	7%	-	-	-
Instagram	69%	56%	79%	76%	65%	85%	+7	+9	+6	Tumblr	25%	21%	28%	40%	45%	36%	+15	+24	+8
Kik	18%	18%	18%	14%	11%	16%	-4	-7	-2	Twitch	31%	28%	32%	36%	30%	41%	+5	+2	+9
Marco Polo	18%	23%	14%	10%	12%	8%	-8	-11	-6	Twitter	41%	28%	51%	59%	56%	62%	+18	+28	+11
Messenger	53%	51%	54%	62%	69%	56%	+9	+18	+2	VSCO	18%	16%	20%	12%	8%	15%	-6	-8	-5
Minecraft	-	-	-	62%	57%	65%	-	-	-	WhatsApp	27%	23%	31%	47%	55%	40%	+20	+32	+9
Monkey	17%	17%	17%	7%	7%	8%	-10	-10	-9	Whisper	-	-	-	4%	5%	4%	-	-	-
Nintendo Switch	-	-	-	43%	43%	42%	-	-	-	Wink	-	-	-	5%	6%	5%	-	-	-
OnlyFans	-	-	-	6%	4%	8%	-	-	-	YouNow	-	-	-	7%	10%	5%	-	-	-
Pinterest	45%	39%	50%	45%	36%	52%	-	-3	+2	YouTube	96%	95%	97%	97%	98%	97%	+1	+3	-

[Q14B] How often do you use/check/play each of the following?

# MINORS USAGE & CAREGIVERS FAMILIARITY

OVERALL, 70% OR GREATER WITH ONLINE PLATFORMS

FAMILIARITY W/ PLATFORMS

- YOUTUBE – 96%
- FACEBOOK – 91%
- FB MESSENGER – 88%
- INSTAGRAM – 84%
- SNAPCHAT – 79%

GREATEST FAMILIARITY W/ GAMING

- TIKTOK – 74%
- MINECRAFT – 74%
- GRAND THEFT AUTO – 72%
- CALL OF DUTY – 71%
- NINTENDO SWITCH – 71%

LEAST FAMILIARITY W/ GAMING

- BYTE – 35%
- MONKEY – 35%
- WICKR – 35%
- WISHBONE – 35%
- AMINO – 34%
- VSCO – 34%

Fig 1 | Tech devices child has access to at home

Q12: Which of the following devices does your child own or have access to at home?

	All caregivers	Child age		
		Ages 7 or 8	Ages 9-12	Ages 13-17
Cell phone	77%	43%	66%	87%
Laptop	68%	42%	64%	71%
Gaming device	67%	57%	60%	72%
Tablet	62%	69%	66%	59%
Desktop computer	47%	32%	39%	53%
Other	1%	0%	0%	1%

Note: Data reflects combined responses from both Survey A and Survey B. Data for column "Ages 7 or 8" is exclusively from Survey B. Columns will total more than 100 because questions were multiple select.

Fig 5 | Caregiver degree of trust in their child

Survey B: QTrust. In general, if you had to say, would you say that you trust your child completely, somewhat, a little bit, or not at all?

	All caregivers	Child age		
		Ages 7 or 8	Ages 9-12	Ages 13-17
Trust your child completely	65%	63%	65%	65%
Trust your child somewhat	29%	25%	26%	34%
Only trust your child a little bit	5%	10%	7%	0%
Do not trust your child at all	2%	2%	2%	1%



# ONLINE BEHAVIORS

Fig 9 | Use of secondary accounts

	ALL MINORS			AGES 9-12									AGES 13-17									SEXUAL/GENDER IDENTITY					
				ALL 9-12 YEAR OLDS			GIRLS			BOYS			ALL 13-17 YEAR OLDS			GIRLS			BOYS			LGBTQ+			NON-LGBTQ+		
	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-	2019	2020	+/-
Yes	23%	27%	+4	14%	25%	+11	15%	21%	+6	13%	28%	+15	29%	30%	+1	38%	32%	-6	21%	27%	+6	37%	36%	-1	19%	25%	+6
No	66%	66%	-	75%	73%	-2	75%	78%	+3	77%	68%	-9	60%	60%	-	52%	58%	+6	67%	63%	-4	46%	55%	+9	71%	69%	-2
Prefer not to say	11%	7%	-4	11%	2%	-9	10%	1%	-9	11%	4%	-7	11%	11%	-	10%	10%	-	13%	10%	-3	16%	9%	-7	9%	5%	-4

[Q17] Some people have a “finsta”– or multiple accounts on one social network so that they can share some stuff more privately. Across the social media platforms or apps that you use, do you have a second private account that allows you to share content without certain people such as your parents, family, or people at school seeing it?

Columns may not total 100 due to rounding. An earlier version of this report mislabeled the “prefer not to say” and “no” rows.

USE OF SECONDARY ACCOUNTS, SUCH AS BUT NOT LIMITED TO “FINSTAS” ARE INTENDED TO KEEP CONTENT PRIVATE FROM SOME GROUPS LIKE

DATA FROM THE 2020 SURVEY SUGGESTS MINORS MAY BE OPERATING WITH LESS SUPERVISION IN ONLINE SPACES, PARTICULARLY AMONG 9-12 YEAR



# TRUST & CONFIDENCE IN THEIR CHILD

CAREGIVER  
DEGREE OF  
CONFIDENCE  
IN THEIR  
CHILD'S  
ABILITY TO  
STAY SAFE  
ONLINE  
How  
CAREGIVERS  
ARE  
CONNECTED  
TO THEIR  
CHILD ONLINE

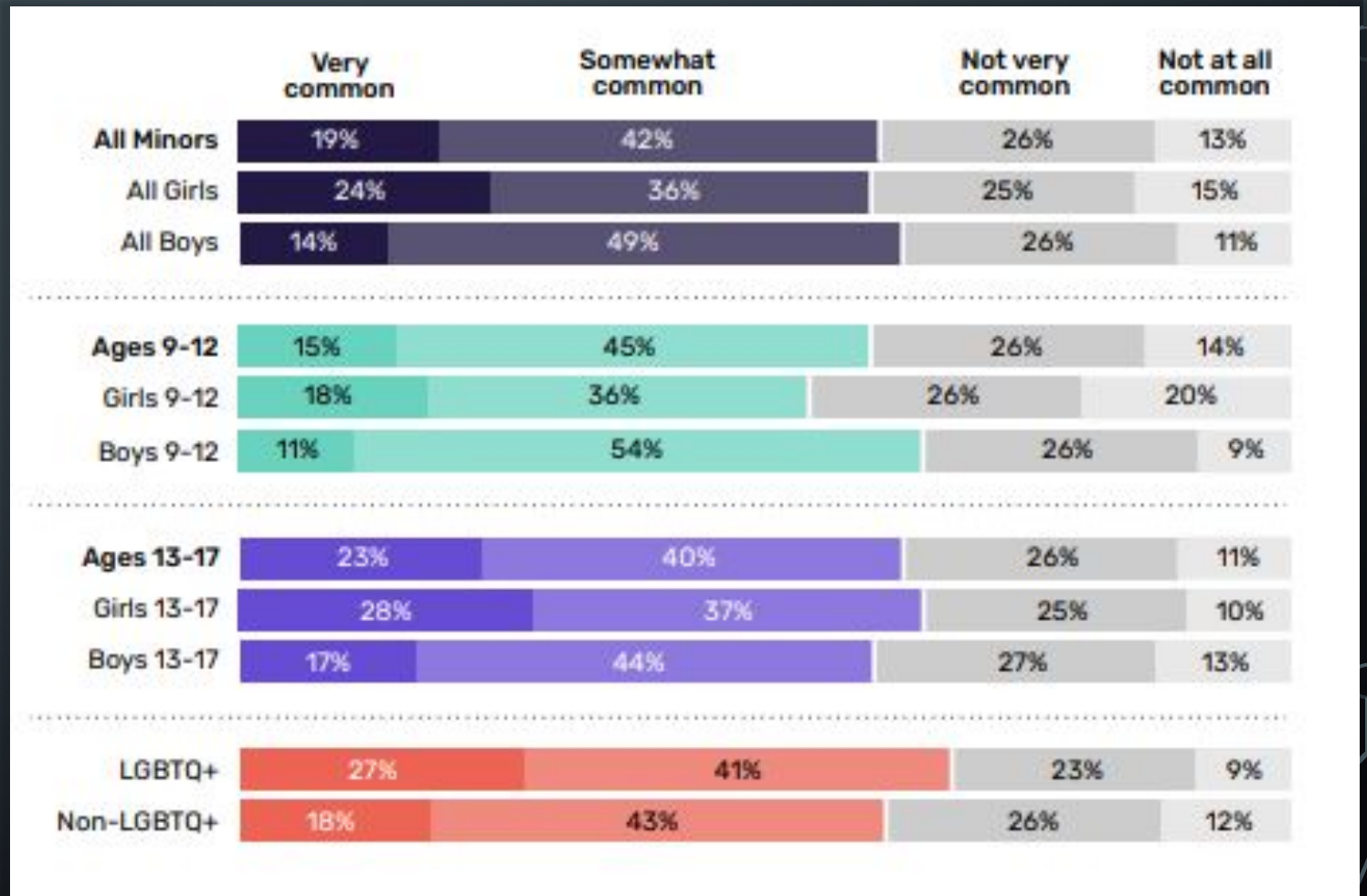
	All caregivers	Child age		Women caregivers		Men caregivers		Believe their child has sent, re-shared, and/or had their SG-CSAM leaked	
		Ages 9-12	Ages 13-17	Daughters	Sons	Daughters	Sons	Yes	No
<b>Total confident</b>	91%	91%	92%	92%	94%	89%	89%	87%	95%
Very confident	51%	45%	56%	59%	53%	39%	49%	43%	57%
Somewhat confident	40%	46%	36%	33%	41%	51%	40%	43%	38%
<b>Total not confident</b>	9%	9%	8%	8%	6%	11%	11%	13%	5%

	All caregivers	Believe their child has sent, re-shared, and/or had their SG-CSAM leaked	
		Yes	No
I follow them and they follow me	52%	42%	60%
We don't follow each other	15%	12%	18%
I follow their accounts, but I suspect they have a private account I don't know about	11%	19%	5%
We follow each other but they have me on limited profile	10%	16%	5%
I follow them, but they don't follow me	8%	12%	5%
Other	4%	0%	7%

# ONLINE SOCIAL INTERACTION & RISKS

MOST MINORS UNDERSTAND THAT DEVELOPING ONLINE-ONLY RELATIONSHIPS COMES WITH RISKS, INCLUDING MANIPULATION AND ONLINE GROOMING.

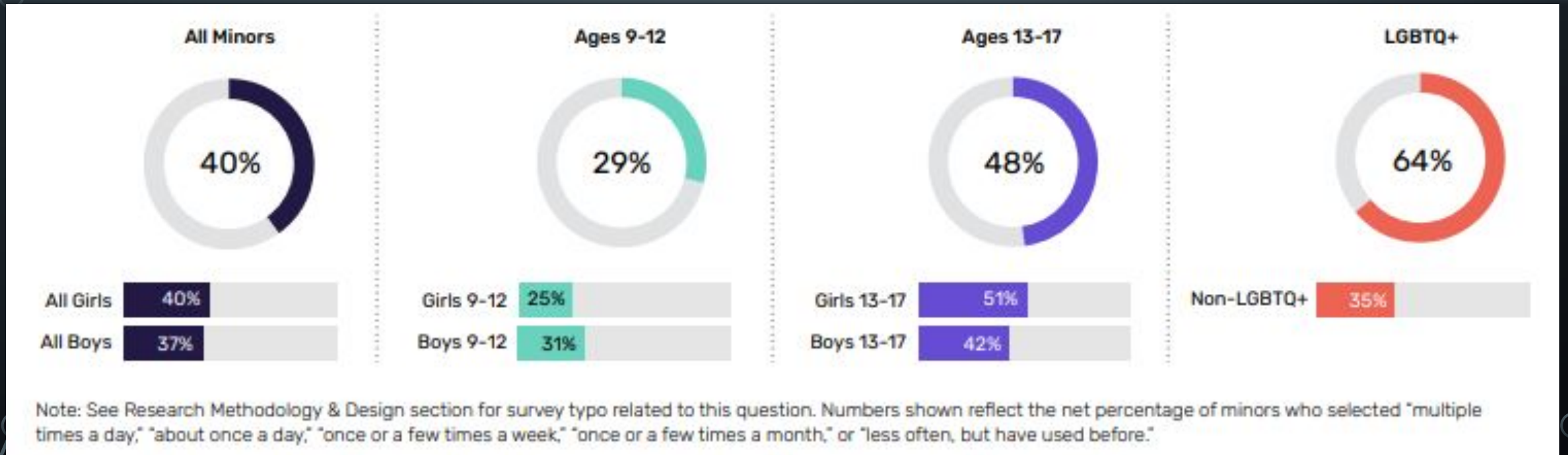
OVERALL, (40%) MINORS REPORTED THEY HAVE BEEN APPROACHED BY SOMEONE ONLINE WHO THEY BELIEVE WAS ATTEMPTING “TO BEFRIEND AND MANIPULATE” THEM,



Q68. How common is it among kids your same age and gender to be approached by

# ONLINE SOCIAL INTERACTION & RISKS

## COLD SOLICITATION



*Q65. How often does someone you do not know and have never interacted with ask you for nude photos or videos on an online platform or app?*



# IDENTIFYING SEXTING & SG-CSAM

- SEXTING – SENDING, RECEIVING, OR FORWARDING

ANY SEXUALLY EXPLICIT MESSAGE OR IMAGE

ELECTRONICALLY

- SG-CSAM – SELF-GENERATED CHILD SEXUAL

ABUSE MATERIAL

# PERCEPTIONS OF NORMALCY IN SHARING SG-CSAM?

Fig 1 | Experiences with initial shares and perceptions of normalcy

% of all minors who have shared their own SG-CSAM

% of all minors who agreed it's normal for kids their age to share their own SG-CSAM

■ 2019 ■ 2020

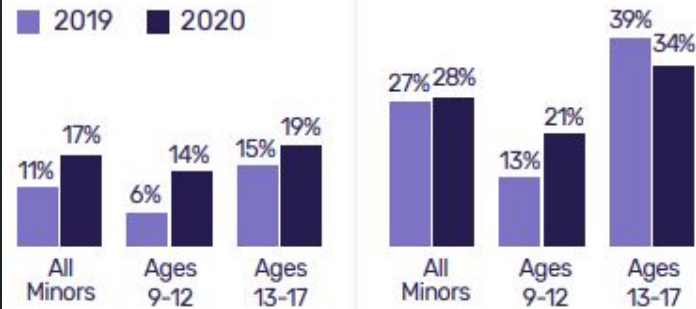


Fig 13 | Perceptions of close friends sharing SG-CSAM

		2019	2020	+ / -
ALL MINORS		14%	15%	+1
	ALL 9-12 YEAR OLDS	10%	14%	+4
	GIRLS	10%	6%	-4
AGES 9-12	BOYS	8%	22%	+14
	ALL 13-17 YEAR OLDS	17%	16%	-1
	GIRLS	19%	14%	-5
AGES 13-17	BOYS	16%	18%	+2
	LGBTQ+	17%	22%	+5
	NON-LGBTQ+	12%	14%	+2

[Q35BR2] And how often do your close friends...send or share photos or videos of themselves that are nude to others?

Fig 12 | Percentage of minors who agree sharing nudes with peers is normal

		2019	2020	+ / -
ALL MINORS		27%	28%	+1
	ALL 9-12 YEAR OLDS	13%	21%	+8
	GIRLS	10%	16%	+6
AGES 9-12	BOYS	16%	26%	+10
	ALL 13-17 YEAR OLDS	39%	34%	-5
	GIRLS	39%	37%	-2
AGES 13-17	BOYS	38%	32%	-6
	LGBTQ+	39%	34%	-5
	NON-LGBTQ+	25%	27%	+2

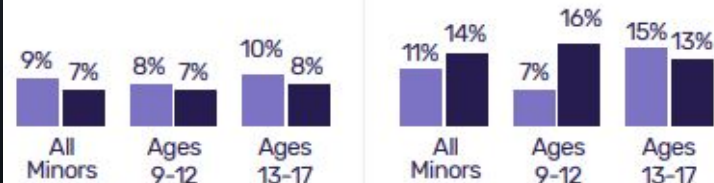
[Q40] How strongly do you agree with the following statement? "It's normal for people my age to share nudes with each other."

Fig 2 | Experiences with re-sharing SG-CSAM and perceptions of normalcy

% of all minors who have re-shared someone else's SG-CSAM

% of all minors who believe their close friends "often or sometimes" re-share another kid's SG-CSAM

■ 2019 ■ 2020



21% OF KIDS

(AGED 9-12) AGREED THAT "IT'S NORMAL FOR

PEOPLE MY AGE TO SHARE NUDES WITH

EACH OTHER"

26% OF BOYS (AGED

9-12) AGREED

THAT "IT'S NORMAL FOR PEOPLE MY AGE TO SHARE NUDES WITH

EACH OTHER"

# PERCEPTIONS OF NORMALCY IN SHARING SG-CSAM?

Fig 14 | **Sharing nudes with someone you know versus a stranger** - Among minors who've shared nudes

		2019	2020	+ / -
ALL MINORS	Yes	62%	50%	-12
	Both	27%	36%	+9
	No	10%	15%	+5
AGES 9-12	Yes	70%**	42%*	-28
	Both	23%**	44%*	+21
	No	7%**	14%*	+7
AGES 13-17	Yes	60%*	54%	-6
	Both	28%*	31%	+3
	No	11%*	15%	+4
ALL GIRLS	Yes	65%*	50%*	-5
	Both	23%*	45%*	+11
	No	12%*	5%*	-7
ALL BOYS	Yes	59%**	47%	-12
	Both	33%**	31%	+2
	No	8%**	22%	+14
LBGTQ+*	Yes	51%	59%	+8
	Both	42%	28%	-14
	No	7%	13%	+6
NON-LBGTQ+	Yes	70%	45%	-25
	Both	18%	41%	+23
	No	12%	13%	+1

[Q44] And had you met the person or people you shared this nude photo/video with in real life before you shared it? Please remember that your answers are anonymous.

AMONG KIDS WHO  
HAVE SHARED NUDES

50% REPORTED

THEY HAD SHARED A  
NUDE PHOTO OR

VIDEO WITH

SOMEONE THEY HAD

NOT MET IN REAL  
LIFE

SHARED NUDES

41%

REPORTED THEY HAD  
SHARED

A NUDE PHOTO OR

VIDEO WITH

Fig 15 | **Who minors share their SG-CSAM with** - Among minors who've shared nudes

	2020 ONLY	Someone age 18 or older	Someone under the age of 18	Someone whose age you didn't know	Other
ALL MINORS		41%	57%	30%	4%
AGES 9-12*		36%	45%	37%	1%
AGES 13-17		43%	63%	25%	6%
ALL GIRLS*		41%	68%	26%	1%
ALL BOYS		40%	47%	34%	6%
LBGTQ+*		36%	62%	31%	3%
NON-LBGTQ+		45%	52%	30%	5%

[Q46] Have you ever sent or shared nude photo(s)/video(s) of yourself with any of the following...? Please remember that your answers are anonymous.



# SENDING NUDES AMONG ADULTS

Fig 12 | Caregiver rates for sharing their own nudes

Survey A: Q27. Have you ever sent or shared a nude photo or video of yourself either directly with someone else or with your social media followers? // Q28. Even if you have never shared a nude photo or video, have you ever considered doing so?

	All caregivers	Caregiver age		Caregiver gender		Believe their child has sent, re-shared, and/or had their SG-CSAM leaked	
		Ages 18-39	Ages 40 or older	Women	Men	Yes	No
Yes	31%	42%	25%	22%	42%	53%	14%
Prefer not to say	2%	3%	1%	3%	1%	2%	1%
No	67%	55%	74%	76%	57%	44%	84%
No/prefer not to say - but considered	10%	13%	8%	9%	11%	14%	7%

## 1 IN 3 CAREGIVERS SENT NUDES (MEN – 42%, FEMALE – 22%)

- COMMON RATIONALE
- IN A RELATIONSHIP – 39%
- TRUSTWORTHY – 35%
- SAME AGE – 34%
- NO FACE IN PHOTO OR VIDEO – 33%

# SENDING NUDES AMONG MINORS

**Fig 14 | Percentage of caregivers that believe their child, their child's friends, and peers are sharing nudes**

*Survey A: Q25A. How often do you think each of the following send or share photos or videos of themselves that are nude?*

Showing at least sometimes	All caregivers	Child gender		Child age		Women caregivers		Men caregivers	
		Girl	Boy	Ages 9-12	Ages 13-17	Daughters	Sons	Daughters	Sons
Peers at your child's school	45%	39%	51%	46%	45%	32%	39%	48%	60%
Your child's friends	41%	35%	47%	42%	41%	27%	31%	47%	60%
Your child	35%	28%	41%	39%	32%	19%	22%	41%	57%

Note: "At least sometimes" reflects the net percentage of caregivers who selected "often" and "sometimes." Data for response option "rarely" is not shown.

Showing never	All caregivers	Child gender		Child age		Women caregivers		Men caregivers	
		Girl	Boy	Ages 9-12	Ages 13-17	Daughters	Sons	Daughters	Sons
Peers at your child's school	35%	39%	32%	34%	36%	43%	45%	33%	22%
Your child's friends	41%	45%	38%	42%	40%	52%	57%	34%	23%
Your child	56%	65%	49%	51%	60%	71%	71%	56%	30%

1 IN 4 (26%) CAREGIVERS BELIEVE CHILD  
SOMETIMES ENGAGES IN SEXTING  
SIGNING AND/OR RE-SHARING OR PERMISSION  
NUDE IMAGERY OF ANOTHER CHILD

# WHAT CONVERSATIONS ARE WE HAVING?

## COMMON DISCUSSIONS

- SOCIAL MEDIA/DIGITAL SAFETY – 66%
  - BULLYING – 59%
  - SMOKING – 54%
- 1 IN 3 DISCUSS

SHARING SG-CSAM  
IN 4 DISCUSS

RE-SHARING

\*SG-CSAM OF  
37% CAREGIVERS ADMIT TO HAVING  
ANOTHER CHILD  
ONLY ONE CONVERSATION WITH CHILD  
ABOUT SHARING SG-CSAM \*

	All caregivers	Child age		
		Ages 7 or 8	Ages 9-12	Ages 13-17
Social media and digital safety	66%	67%	57%	72%
Bullying	59%	53%	54%	65%
Smoking (cigarettes, vaping)	54%	38%	44%	70%
Mental health	46%	43%	41%	51%
Online sexual predators	45%	37%	30%	60%
Substance use (alcohol, drugs)	45%	34%	32%	61%
Puberty	43%	32%	39%	51%
Consent and healthy relationships	40%	24%	30%	56%
Safe sex (contraception, STDs)	32%	11%	15%	54%
Sharing nude imagery of themselves	31%	17%	23%	45%
Sexual assault	29%	13%	20%	42%
Re-sharing nude imagery of other children	27%	22%	20%	36%
Pornography	23%	8%	17%	34%
None of the above	7%	4%	10%	7%

SURVEY B: QC1. WHICH OF THE FOLLOWING TOPICS HAVE YOU OR YOUR CHILD'S OTHER PARENT/CAREGIVER HAD A DISCUSSION ABOUT WITH YOUR



INTERNET ADDICTION (IA) AND INTERNET  
GAMING DISORDER(IGD) HAVE LED TO  
MANY PERSONALITY AND PSYCHIATRIC  
DISORDERS INCLUDING LOW  
SELF-ESTEEM, IMPULSIVITY, POOR SLEEP  
QUALITY, MOOD DISORDER AND SUICIDE.

IA AND IGD ARE NOW LISTED IN  
APPENDIX III OF THE DSM-5

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by S. Karger AG, Basel

The image features a dark blue gradient background. In the corners, there are decorative white line art elements resembling circuit boards or neural network connections, with lines and small circles. The text "Now WHAT..." is centered in a large, white, sans-serif font. The word "Now" is in title case, while "WHAT" is in all caps. The text is followed by three dots.

Now WHAT...

# RESOURCES USED TO EDUCATE A GROWING DIGITAL WORLD



NATIONAL CENTER FOR  
**MISSING &  
EXPLOITED**  
CHILDREN®

**NetSmartz.org**





# DIGITAL CITIZENSHIP FOR TODAY'S KIDS

Teaching digital citizenship to kids and teens, and helping them use the power of tech, devices & social media in a positive way.

GET LESSONS / START TEACHING



## HOW IT WORKS

Every day, DFI's digital citizenship curriculum is taught in hundreds of classrooms across the country. Maybe it's because we're a group of parents, educators, and law enforcement officials who have all been brought together by a common goal: to help kids thrive in today's high-tech world.



### LEARN

Learn the DFI lessons at your own pace



### DOWNLOAD



Get Free Resources





## DIGITAL CITIZENSHIP

The importance of being emotional, having self-value over online performance comparisons, and understanding the media creates.



## PARENT ACADEMY

Help busy parents understand the role technology plays in their child's life and what smart families can do about it.

## RELATIONSHIPS



## SUBSTANCE USE

Explores the impact drugs have on a child's life & how drug industries target children. Teaches students to manage their feelings without relying on drugs.





**BEING ONLINE REQUIRES**

**Tolerance:**  
Learn to Tolerate Online Differences

**Acceptance:**  
Accept Information, Decipher It and Move Forward

**Resiliency:**  
No Matter What... I Will Be OK!!!

**SAFETY TIPS:**

- Never SEND PERSONAL OR NUDE PHOTOS (It's not there (delete) and it's already a (delete))
- Whatever you send can be broken...
- Do not take to go friend people you do not know.
- Do not discuss personal information.
- Be careful who you chat.
- Check your privacy settings and have them on!
- Nothing online is Private.

**CHALLENGE FROM YOUR SRO!**

**"PAY IT FORWARD"**  
Use your Social Media to Tweet/Txt/Snap/Post/Ex. And say something nice about someone who deserves it. Take a screenshot of the message/post and place it in the envelope below with your name and grade on it! If you do this by February 2020 you will receive a special treat for paying it forward and using your social media to compliment someone. @

**PROTECT YOUR**

**Face:**  
What do your Privacy Settings look like?

**Address:**  
What do your Privacy Settings look like?

**Memoirs & Emotions:**  
Protect your thoughts and emotions. Predators prey on your emotions to make you feel understood.

**DIGITAL LESSONS**

**IF YOU WON'T SAY IT IN PERSON, WHY SAY IT ONLINE?**



victimization, NCMEC leads the fight against abduction, abuse, and exploitation - because every child deserves a safe childhood.

Hope is why we're here.



## Is Your Child Missing?

What steps you should take.

[Learn more](#)

## Donate

Your donation helps end child victimization.

[Donate Now](#)

## Runaway Train 25

Watch the music video featuring missing kids in your area.

[Learn More](#)



Is a child  
being sexually  
exploited online?

Report It Here

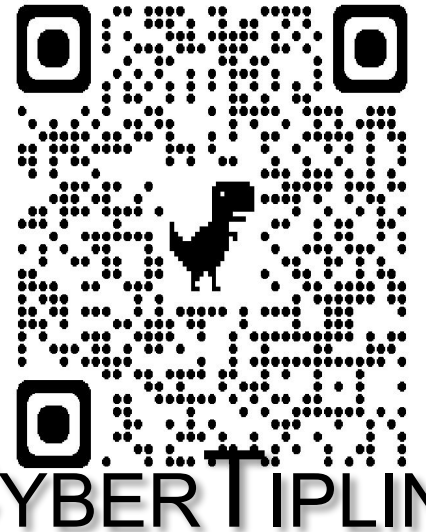
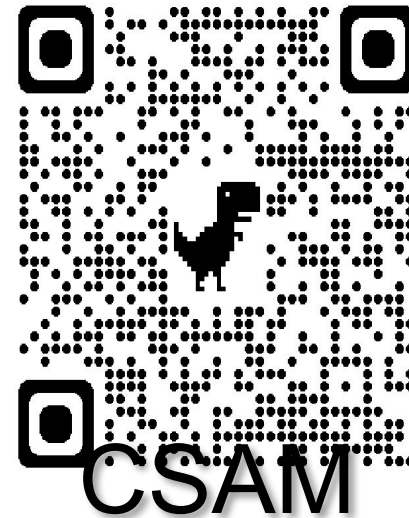


**CyberTipline**

CyberTipline.org • 1-800-THE-LOST™



CSAM  
REPORTING &  
RESOURCES







 **Kid Smartz®**



**NetSmarztz.org**



**Videos**



# FEEDBACK



# WHAT ARE YOU SEEING FROM YOUR STUDENTS REGARDING THE USE OF SMARTPHONES AND SOCIAL MEDIA?

*“Every year there is an increase in smart phone and social media usage from our students. There is also an increase in usage among younger students (younger and younger) as more of them have their own phones or access to a phone. Sometimes we have students plot out their time usage during the day and some students clock in 8-12 hours a day on their phone. I have also seen my first cases of true media and gaming addictions where students have full blown panic attacks when they cannot access their phone and cannot function or concentrate without a device.” – (HS Counselor)*

*“Smartphones and Social Media can be a dangerous tool for students at a young age if they aren't taught the proper uses. A lot of problems that happen during the school day often stem from social media or smartphone use. Students are highly influenced by what they see on social media. What they portray to be real life often comes from a clip on TikTok.” – (MS Math 6<sup>th</sup>)*



## CONTINUED...

*“Students are on their phones constantly. The main use of their phones tend to be watching videos on TikTok, communicating through SnapChat and watching Youtube. I would say the average middle school students is on their phones between 6-8 hours a day. Our school doesn't allow students to have phones in the classroom, but almost every student has their phone in their pocket and are constantly communicating with other students.*

*Their phones are their lifelines. When students get their phones taken away, they act like the world is ending.”*  
– (MS Counselor)

# WHAT ARE SOME OF THE PROBLEMS YOU ARE HAVING TO ADDRESS? WHAT ARE YOUR

## THOUGHTS ON THE MATERIAL PRESENTED IN THE CLASS?

*“A new problem we are encountering is gaming addiction and media addiction. I know these problems have existed for some time, but we are seeing actual addiction. Cyber bullying is ever present as is the risk of students being groomed by online predators. Consent and discrimination are also issues students face online. I think DFI is an essential part of our curriculum. Students are constantly confronted with pressures, anxiety and issues created by the media and technology. We must educate our youth on how to maintain healthy boundaries, healthy lifestyles and address the issues created by our new realities of a society that lives a large part of their life online.” – (HS Counselor)*

*“Some problems that stem from social media often deal with students picking on another student via snapchat. Students can spread information very fast with huge snapchat groups that tend to move information quickly. The material presented in class is crucial for a lot of students to see the power that social media has.” – (MS Math 6<sup>th</sup>)*

# CONTINUED...

*“Cyberbullying: students sending videos and messages through social media platforms: Tiktok and snapchat*

- Complete addiction: students can't live without their phones.*
- Loss of imagination and play: when I ask kids what they like doing themselves or with friends I hear, watching videos, playing on our phones*
- I worry a lot about human trafficking. Numerous students have shared that they are dating someone they have met online. Or have "friends" that they have met online*
- Not getting enough sleep.*
- Kids struggling more to regulate their emotions. Exposure to adult content at very early ages. I'm not only referring to porn, but language, movies, actions, drugs, alcohol etc.” – (MS Counselor)*



# ***Is THE MATERIAL RELEVANT TO THE CURRENT TIMES AND TRENDS? ARE THE PRESENTATIONS ENGAGING?***

*“A fabulous thing about DFI is that we don't have to reinvent the wheel every year and try to figure out what all the new trends are online. We also aren't piecing together presentations about discrimination, online grooming, cyber bullying, etc. It is all there, it is comprehensive and there are lessons for each grade level. I think it is essential that we present this information in a systematic and comprehensive way so we set our students up for success rather than teaching them how to cope after something has happened. Prevention rather than intervention and postvention!” – (HS Counselor)*

*“The material is very relevant to the times and trends. Students are getting phones at younger and younger ages each year and it is important for them to learn this information. The presentations do a great job of explaining the seriousness of your actions on the internet and the power that it can have. The presentations are very engaging because the students can relate to the information that is being presented.” – (MS Math 6th)*



# CONTINUED...

*“The presentation is very engaging. I have never been able to get through an entire lesson, because the students are asking so many questions. Probably the most engaging lessons I teach all school year. Very relevant to current times. The lessons talk about addiction, cyberbullying, sexting, human trafficking, emotional regulation, mental health, how to spend time in other areas.” – (MS Counselor)*

# **HAVE YOU SEEN A POSITIVE CHANGE IN STUDENTS AFTER RECEIVING THE PRESENTATIONS? ARE THE STUDENTS ADDRESSING NEGATIVE INTERACTIONS APPROPRIATELY?**

*“We have seen a decrease in cyberbullying since we have comprehensively implemented DFI with our SRO. It still exists but it is not as prevalent. I think more of our students are aware of grooming and report it when they have concerns about a friend. If our students are not educated about what can occur, they cannot protect themselves. Students know their options for helping themselves and others and have implemented these strategies. Students learn how to address negative interactions in an appropriate manner. It's not perfect, and we will also address media usage issues but educating our youth using DFI is an essential step in the process.” – (HS Counselor)*

*“I think that overall the presentations have a positive effect on the students. They see the dangers and power of social media, but it also does a nice job of showing how positive technology can be.” – (MS Math 6th)*

*“Yes. Students know how to report negative situations to staff members. They understand what others and themselves are legally allowed to post. They seem to have a better understand of how algorithms are developed to keep them invested into the platform.” – (MS Counselor)*

# OVERALL, DO YOU THINK THE CURRICULUM AND PRESENTATIONS ARE BENEFICIAL?

*“I think the curriculum is essential and that we present it to all grade levels it is offered and present it yearly. Our students need to know this information, it is as crucial to their education as math and science. This is our future and our youth need to know how to live productive healthy lives in world saturated by social media and online threats. Technology is a wonderful, but it also has it's threats to society, DFI helps counter this.” – (HS Counselor)*

*“The curriculum and presentations are extremely beneficial to 6th graders. Having it presented by our counselor and SRO is extremely effective.” – (MS Math 6th)*

*“Yes. I think this presentation is keying into all of the hot topics. You don't need to reinvent the wheel. This platform covers everything I would want to talk about with kids. Love how there is a lesson for all middle school grades. The lessons build on top of each and do a great job on keeping the information age appropriate and relevant. Very engaging. Great videos and graphics. 10/10!” – (MS Counselor)*



*“For the last couple of years we have utilized Deputy Rasmussen to present a digital curriculum and consent lesson to the Freshmen and Sophomore Health Classes. It has been a great lead up course to our Human Growth and Development Lessons. The lessons have been very eye opening to the health classes. Scott does a tremendous job of outlining the responsibility of the digital world, which includes the consequences of using social platforms inappropriately. Students gain an understanding of the laws and potential life changing consequences. Naturally, most students don't realize how serious some of the charges can be if laws are broken with the digital platforms. (HS Health & Physical Education Teacher)*



The background is a dark blue gradient. In the corners, there are faint, light blue circuit-like patterns consisting of lines and small circles, resembling a stylized electronic board.

# MONTANA STATE LAWS RELATING TO OUR DIGITAL WORLD

# OFFENSES AGAINST PERSONS – ASSAULT & RELATED OFFENSES

- Surreptitious Visual Observation or Recordation – MCA 45-5-223
- Intimidation – MCA 45-5-203
- Stalking – MCA 45-5-220

# OFFENSES AGAINST PERSONS – SEXUAL CRIMES & OFFENSES AGAINST THE FAMILY

- Sexual Abuse of Children – MCA 45-5-625
- Indecent Exposure – MCA 45-5-504





# OFFENSES AGAINST PERSONS – HUMAN TRAFFICKING

- Trafficking Of Persons – MCA 45-5-702
- Involuntary Servitude – MCA 45-5-703
- Sexual Servitude – MCA 45-5-704
- Patronizing Victim of Sexual Servitude



# OFFENSES AGAINST PUBLIC ORDER – OFFENSIVE, INDECENT, AND INHUMANE CONDUCT

- Obscenity – MCA 45-8-201
  - Privacy in Communications – MCA  
45-8-213
- 
- 

# INCHOATE OFFENSES

- Solicitation – MCA 45-4-101
- Conspiracy – MCA 45-4-102
- Attempt – MCA 45-4-103