

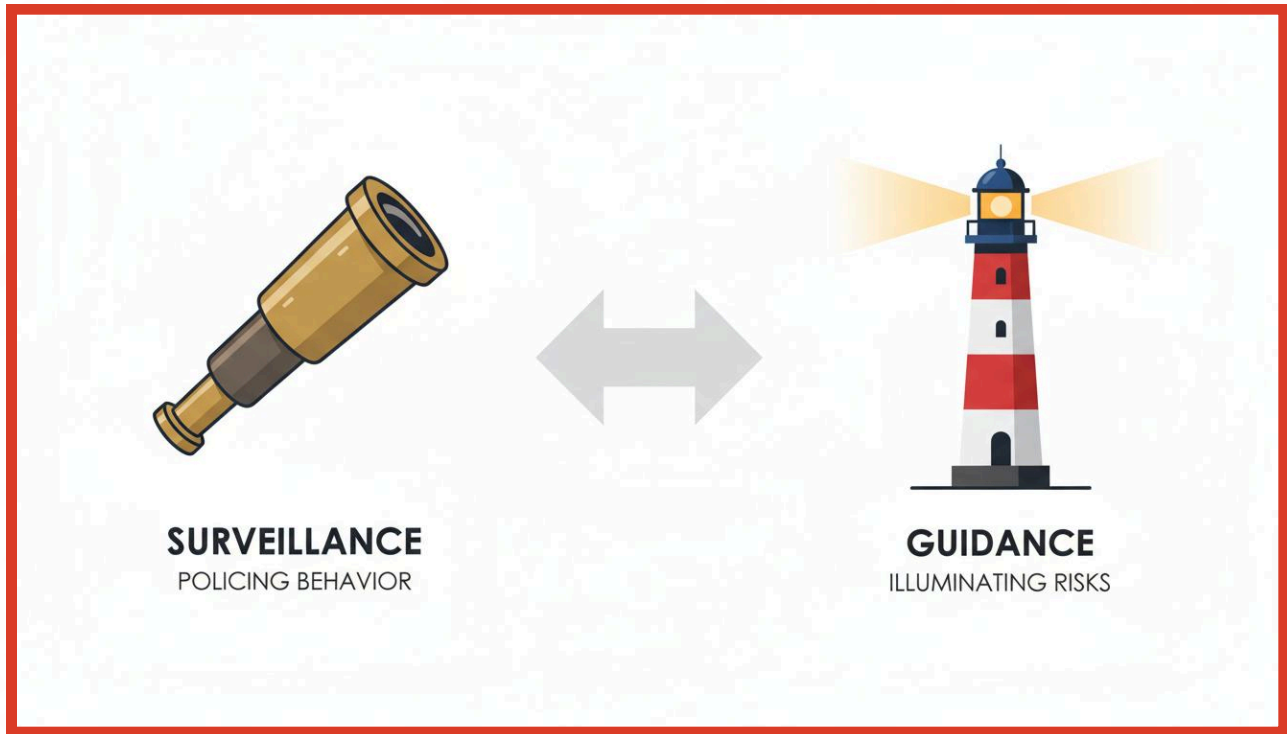
K-12 DIGITAL  
**SAFETY CURRICULUM  
FRAMEWORK**



## AGE-APPROPRIATE LESSON GUIDES FOR THE **MODERN CLASSROOM**

This framework moves beyond "don't post that." It is designed to teach students the mechanics of digital manipulation, the reality of online permanence, and the legal consequences of their digital actions.

## INTRODUCTION: THE SHIFT IN STRATEGY



### PHILOSOPHY: SAFETY > SURVEILLANCE

Schools often focus on blocking content. While necessary, firewalls fail when students switch to cellular data. This curriculum focuses on behavioral inoculation—teaching students to recognize threats before they click.

### THE THREE PILLARS

1. **Privacy & Permanence:** Understanding that "delete" does not mean gone.
2. **Critical Interaction:** Recognizing grooming, manipulation, and bots.
3. **Legal Reality:** The real-world consequences of digital actions (Sexting, Threats, Harassment).

## ELEMENTARY (GRADES K-5): "THE DIGITAL NEIGHBORHOOD"

Core Concept: The internet is a real place with real strangers.



### LESSON MODULE 1: WHO IS BEHIND THE SCREEN?

- **The Concept:** "Digital Stranger Danger." Just because an avatar looks like a kid doesn't mean the user is a kid.
- **Activity:** "Avatar vs. Reality." Show students generic gaming avatars and ask them to guess who is playing. Reveal that it could be a grandma, a teacher, or a stranger.
- **Key Takeaway:** We never share our real name, school, or address in a game chat.

### LESSON MODULE 2: THE PERMANENT MARKER

- **The Concept:** The Internet is written in permanent marker, not pencil.
- **Activity:** Have students write a secret on a whiteboard (easy to erase) and then on a piece of paper with a marker (impossible to erase). Explain that the internet is the marker.
- **Key Takeaway:** If you wouldn't put it on a billboard outside the school, don't put it online.

## VOCABULARY LIST

- **Personal Info:** (Name, Address, School).
- **Stranger:** Anyone you haven't met face-to-face.
- **Username:** A creative name that hides who you really are.

# MIDDLE SCHOOL (GRADES 6-8): "THE CRITICAL TURN"

Core Concept: Grooming, Coercion, and Social Pressure.



## LESSON MODULE 1: SPOTTING "LOVE BOMBING"

- **The Concept:** Predators don't start with threats; they start with compliments, gifts (Robux/Skins), and listening.
- **Discussion:** Why would a stranger buy you a skin in Fortnite? What do they want in return?
- **Red Flags:**
  - "You're more mature than other kids your age."
  - "Don't tell your parents, they won't understand."
  - "Let's move this chat to [Snapchat/Discord]."

## LESSON MODULE 2: THE MYTH OF THE "DISAPPEARING" MESSAGE

- **The Concept:** Snapchat and Instagram "Vanish Mode" give a false sense of security.
- **The Reality Check:** Show a screenshot of how easy it is to use a second phone to take a picture of a "disappearing" message.
- **Key Takeaway:** Nothing ever truly disappears.

## LESSON MODULE 3: BYSTANDER INTERVENTION

- **The Concept:** Cyberbullying relies on an audience.
- **Action Step:** How to report a bully anonymously. The difference between "Snitching" (getting someone in trouble for fun) and "Reporting" (keeping someone safe).

# HIGH SCHOOL (GRADES 9-12): "LEGAL & LONG-TERM"

Core Concept: Sextortion, Consent, and The Law.



## LESSON MODULE 1: SEXTORTION DEFENSE

- **The Definition:** When someone threatens to share your explicit images unless you pay them or send more.
- **The Statistic:** This is the fastest-growing cybercrime targeting teenage boys.
- **The Protocol:**
  1. Do not pay.
  2. Block immediately.
  3. Report to NCMEC.
  4. It is not your fault.

## LESSON MODULE 2: CHILD PORNOGRAPHY LAWS (CP)

- **The Hard Truth:** In many jurisdictions, possessing or sharing an explicit image of a minor (even of yourself or a girlfriend/boyfriend of the same age) is a felony offense.
- **Discussion:** The legal ripple effects. Registration as a sex offender. Impact on college admissions and future jobs.



## LESSON MODULE 3: ALGORITHMIC ADDICTION

- **The Concept:** You are the product.
- **Activity: Analyze "Doomscrolling."** How apps use variable rewards (like slot machines) to keep you online.
- **Mental Health Check:** Strategies for "Digital Detox" and recognizing when social media is driving anxiety.

# IMPLEMENTATION GUIDE FOR STAFF



**CONSISTENCY IS KEY**  
SMALL STEPS. BIG RESULTS

## WHEN TO TEACH THIS?

- **Elementary:** Library / Media Center time.
- **Middle School:** Advisory / Homeroom (15-minute mini-lessons).
- **High School:** Health Class or Freshman Orientation.

## RESOURCES

- **NCMEC (NetSmartz):** Free videos and lesson plans.
- **Common Sense Media:** Digital citizenship curriculum.
- **Take It Down:** Tool for removing explicit content.

## A NOTE TO TEACHERS

*You do not need to be a tech expert to teach this. You just need to be a trusted adult. Students often know how the app works better than you, but they lack the wisdom to understand the consequences. That is what you provide.*