



CYBER CHIP REQUIREMENTS GRADES 9-12

Complete these steps to earn your Cyber Chip!

#1

Read, commit to, and sign the Internet Safety Pledge on your Level II Cyber Chip (green card). You can purchase your Cyber Chip card from your local Scout Shop or online at www.scoutstuff.org.



[Level II Cyber Chip](#)

After you complete the Cyber Chip requirements you will Receive the card and the patch

#2

Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use. See [blank contract in this document](#) , [complete and parent sign](#)

#3

Discuss with your parents the benefits and potential dangers teenagers might experience when using social media. Give examples of each. [For potential dangers review the contents at the following website https://www.missingkids.org/netsmartz/resources](#). Go to the attached workbook, page 4, item 3

#4

Watch 3 Real-Life Stories videos to see how real teens have handled online issues.



[Real-Life Stories](#)

Go to the following website <https://www.missingkids.org/netsmartz/videos#middleandhighschool> for the Real-Life Story videos. There are five of them. "Two Kinds of Stupid" "Split Decisions" "Survivor Diaries" "You Can't Take it Back" "Julie's Journey" Go to the attached document fill in which videos you watched

#5

Teach Internet safety rules and appropriate online behavior to younger Scouts using the NetSmartz Student Project Kit. Be sure to refer to the EDGE method for teaching techniques. Each member of the Patrol must have a role and lead part of the project. You are encouraged to use any additional material and information you have researched.



[Student Project Kit](#)

See the attached Project kits. There are four of them

#6

Talk to your unit leader about the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events. See the attached [Troop 282 requirements for acceptable standards and practices](#), [Read and parent sign](#)

Be sure to have your Leader sign your Cyber Chip card to make it official.
CONGRATULATIONS!

A Parent-teen Digital Technology Contract

Note: Parents will differ on how they want to handle computer & phone issues. Please edit!

My parents may allow me to use a digital technology if I agree to rules for using it. I understand that I must abide by these rules or the device will be taken away from me for as long as my parents choose.

The rules include, but are not limited to, the following.

- I must agree to give the device immediately to my parents when they ask for it. I must fully cooperate in showing them the contents of my device, including my passwords, accounts, cell phone contacts, pictures, videos, text messages, email, or anything else stored in the device.
- I will not use technology devices after a time in the evening designated by my parents. For the purpose of this contract that time will be called “bedtime.” On school nights that time is _____. On non-school nights that time is _____. This will be revised from time to time, either earlier or later, depending on my age and how well I respect the rules of this agreement.
- At bedtime, or whenever my parent asks for it, I will turn in my device(s) to one of my parents and get it back the next day. (Alternate language: I understand that if my parents learn I am using my device after the time designated above, they will take it from me for a period of time. After that, for some additional period of time, I will have to hand in my device at every bedtime.)
- I will abide by my school’s rules regarding use of cell phones, Internet and digital technology.
- When driving, I will not make phone calls, or operate my cell phone or tablet in any manner, including checking for texts, reading texts, or creating text messages. If my phone rings while I am driving, I will not answer it. I will wait and return calls and texts either when I have reached my destination or can pull over safely.
- Any abusive use of this technology will mean I will lose it for a period of time. Abuse includes sending or storing inappropriate content (nudity or partial nudity, drug or alcohol references, harassing or bullying messages, spreading rumors, sending or receiving calls or texts from strangers, etc.)
- House rules [Modify as you desire]:
 - Do not use your phone or other digital device during family meals.
 - When you talk to adults, focus all of your attention on them: do not check text messages or search for videos.
 - Bedrooms and bathrooms are off-limits for technology. Computers and smartphones must be used in our central spaces such as the kitchen or den.
- I will not give out personal information such as my address, telephone number, parents’ work address/telephone number, or the name and location of my school without my parents’ permission.
- I will never agree to get together with someone I “meet” online without first checking with my parents. If my parents agree to the meeting, I will be sure that it is in a public place and bring my mother or father along.
- I will go online or play video games when my parents say it’s OK and limit my online time so that it doesn’t interfere with chores, homework or other activities.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do I will tell my parents right away.
- I will talk with my parents so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online, and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.
- I will not give out my Internet password to anyone (even my best friends) other than my parents.
- I will check with my parents before downloading or installing software or apps or doing anything that could possibly hurt our devices or jeopardize my family’s privacy.
- I will be a good online citizen and not do anything that hurts other people or is against the law.

A Parent-teen Digital Technology Contract

- I will help my parents understand how to have fun and learn things online and teach them things about the Internet, computers and other technology.

Note: The following item is sensitive and parents will have to use their judgment about including this item, or how to word it. However, some version of this notice is highly recommended for teenagers.

- I understand that if I create, send, or receive text messages of any young person, including myself, in which the young person is depicted nude, semi-nude, or engaging in sexual behavior, that I am violating child pornography laws and could be charged with breaking child pornography laws. I understand that this kind of behavior has caused young people to be charged with crimes and to be permanently listed on sex-offender registries.

Signature

Date

Parent/Guardian Signature(s)

Date



Boy Scout Cyber Chip Workbook



The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2013 • This workbook was updated in June 2014.

Scout's Name: _____ Unit: _____

Counselor's Name: _____ Counselor's Phone No.: _____

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: Workbooks@USScouts.Org
Comments or suggestions for changes to the **requirements** for the **award** should be sent to: Advancement.Team@Scouting.Org

A. Cyber Chip Requirements for Grades 6-8

1. Read and sign the Level II Internet Safety Pledge from NetSmartz. (BSA Cyber Chip green card) – Available from BSA

Internet Safety Pledge	
1.	I will think before I post
2.	I will respect other people online
3.	I will respect digital media ownership
4.	I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission
5.	I will protect myself online.

2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.

General comments

What I can download

What I can post

Consequences for inappropriate use

- 3. Watch the video "Friend or Fake?", along with two additional videos of your choosing, to see how friends can help each other to stay safe online. (NetSmartz.org/scouting)

	Video Name	Date Watched
<input type="checkbox"/>	Friend or Fake?	
<input type="checkbox"/>		
<input type="checkbox"/>		

- 4. As an individual or with your patrol, use the EDGE method and mini lessons to teach Internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson. (NetSmartz.org/scouting)

- 5. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices, such as phones and games, at your meetings and other Scouting events.

B. Cyber Chip Requirements for Grades 9-12

- 1. Read and sign the Level II Internet Safety Pledge from NetSmartz. (BSA Cyber Chip green card) – Available from BSA

Internet Safety Pledge
1. I will think before I post
2. I will respect other people online
3. I will respect digital media ownership
4. I won't meet face-to-face with anyone I meet in the digital world unless I have my parent's permission
5. I will protect myself online.

- 2. Write and sign a personalized contract with your parent or guardian that outlines rules for using the computer and mobile devices, including what you can download, what you can post, and consequences for inappropriate use.

General comments	
What I can download	
What I can post	
Consequences for inappropriate use	

- 3. Discuss with your parents the benefits and potential dangers teenagers might experience when using social media.

- Give examples of each.

- 4. Watch three "Real-Life Story" videos to learn the impact on teens. (NetSmartz.org/scouting)

	Video Name	Date Watched
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

- 5. As an individual or patrol, use the EDGE method and the Teen Volunteer Kit to teach Internet safety rules, behavior, and "netiquette" to your troop or another patrol. You are encouraged to use any additional material and information you have researched. Each member of the patrol must have a role and present part of the lesson. (NetSmartz.org/scouting)

- 6. Discuss with your unit leader the acceptable standards and practices for using allowed electronic devices such as phones and games at your meetings and other Scouting events.

Note: All Cyber Chips will expire annually. Each Scout will need to “recharge” the chip by going back to the NetSmartz Recharge area. This space will hold new information, news, and a place for the Scout to recommit to net safety and netiquette. Then, with the unit leader, the Scout can add the new date to the Cyber Chip card or certificate.

Requirement resources can be found here:
<http://www.scouting.org/cyberchip.aspx> and <http://www.netsmartz.org/scouting>

Important excerpts from the [Guide To Advancement - 2013](#), No. 33088 (SKU-618673):

[1.0.0.0] — Introduction

The current edition of the *Guide to Advancement* is the official source for administering advancement in all Boy Scouts of America programs: Cub Scouting, Boy Scouting, Varsity Scouting, Venturing, and Sea Scouts. It replaces any previous BSA advancement manuals, including *Advancement Committee Policies and Procedures*, *Advancement and Recognition Policies and Procedures*, and previous editions of the *Guide to Advancement*.

*Note: The current edition is the **Guide to Advancement, 2013** (No. 33088 – SKU 618673).*

[Page 2, and 5.0.1.4] — Policy on Unauthorized Changes to Advancement Program

No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements. There are limited exceptions relating only to youth members with special needs. For details see section 10, “Advancement for Members With Special Needs”.

[Page 2] — The “Guide to Safe Scouting” Applies

Policies and procedures outlined in the *Guide to Safe Scouting*, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects.

[7.0.3.1] — The Buddy System and Certifying Completion

A youth member must not meet one-on-one with an adult. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session.

When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult verification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

Note that from time to time, it may be appropriate for a requirement that has been met for one badge to also count for another. See “Fulfilling More Than One Requirement With a Single Activity,” 4.2.3.6.

An orange rectangular graphic with a white dotted circle in the center. Inside the circle, the word "PROJECT" is written in large, bold, white capital letters, and the number "#1" is written in a smaller, bold, white font below it.

PROJECT #1

Give A Presentation

Presentations are a good way to give an overview of the main online safety issues and some tips about how to handle them. You can use this outline to create your own. Make sure to thoroughly research each issue you want to discuss. Look for statistics, news stories, and video clips to help get your point across.

Think about which messages are most important for the students in your audience. What issues do 7th graders face online? Are they the same issues that 10th graders face? Ask your advisor for help ensuring that your presentation is appropriate for your audience.

You may want to consider using a NetSmartz presentation, especially if you plan to present to students in grades K-5. These presentations cover the main Internet safety and digital citizenship issues and include a guide with speaker's notes. You can download them at NetSmartz.org/Presentations.

I. Start your presentation by stating:

- a. Your name and grade.
- b. Why you are giving the presentation. (e.g., *"I am giving this presentation because I want to be part of creating a safer online environment."*)
- c. Why Internet safety and digital citizenship is important for everyone. (e.g., *"Kids and teens are online all the time. We should know how to behave responsibly."*)
- d. What Internet safety issue(s) you are going to talk about.

II. When you talk about the issue(s), you should:

- a. Define it. (e.g., *"Cyberbullying is using the Internet to be mean."*)
- b. Give an example of what it looks like. Consider sharing a news story or showing a video. (e.g., *"Someone posted an embarrassing photo of a teen and invited people to leave cruel comments."*)
- c. Give tips about how to respond to the issue. (e.g., *"If you are cyberbullied, don't respond. Save the evidence and make a report."*)

III. End your presentation by:

- a. Encouraging your audience to be responsible digital citizens.
- b. Inviting your audience to ask questions.
- c. Thanking your audience for their time.

A dark blue silhouette illustration of a person standing on a podium on the left, facing right. In the foreground, a group of four children are sitting on a low wall, looking towards the speaker. The background is a light blue gradient.

Tip:

Use the NetSmartz tip sheets to get more information about how to respond to the issues at NetSmartz.org/Tipsheets.

PROJECT #2

Perform A Skit

A skit can be a fun and easy way to show your audience positive ways of dealing with difficult online situations. Choose a skit prompt or brainstorm your own scenario to start writing your script. Your script should clearly define the Internet safety issue and explain how children and teens can respond. Make sure your skit has:

An introduction where you establish the characters (who) and the setting (where).

Rising action where you explain the problem. (e.g., Characters are asked for personal information. They share it and start getting spam.)

Peak action where you show how the characters solve the problem. (e.g., They report to the website.)

A conclusion where you wrap up any loose ends and restate the lesson your characters learned. (e.g., You should be careful about sharing personal information.)



Tip:
Make your skit more realistic by researching real-life examples of the skit scenarios.

Skit Prompts

Cyberbullying

- **Actor 1** is getting mean text messages. He/She asks a friend (or friends) for advice about what to do.
- **Actor 1** is mad at one of his/her classmates. He/She wants to start a webpage where their classmates can leave mean comments about the person. A friend (or friends) talks to **Actor 1** about why this is a bad idea.
- **Actors 1** and **2** are taking part in an online gaming quest with a group of other players. One player wants everyone to gang up on another player and keep him/her from participating in the quest. **Actors 1** and **2** discuss what to do.

Digital Ethics

- **Actor 1** is taking a test when he/she gets a text from **Actor 2**. **Actor 2** is taking the same test next period. **Actor 2** wants **Actor 1** to text him/her a picture of the test so he/she can look up the answers in advance.
- **Actors 1** and **2** are eating lunch together. **Actor 1** tells **Actor 2** that someone in their class has started a website where students can trade homework answers. They discuss whether to use it or not.
- **Actor 1** invites some friends to come over and watch a movie. When they arrive, they learn **Actor 1** plans to download the movie illegally. The friends talk to **Actor 1** about why he/she shouldn't do this.

Digital Literacy

- **Actors 1** and **2** are working on a school project together. **Actor 1** has found some information online that seems strange. **Actor 2** asks a series of questions about the website **Actor 1** used to get the information (e.g., "When was the website last updated?"). They realize the website is not reliable and discuss the traits of trustworthy websites.
- **Actor 1** gets an email offer for a free tablet computer. All he/she has to do is share some personal information. **Actor 1** is excited and wants to share the information, but **Actor 2** explains why this is risky.

Inappropriate Content

- A few friends (2-3 actors) think their math teacher is so unfair! First, they discuss posting the teacher's photo online and making funny comments under it. Then they talk about why this could be a bad idea.
- **Actors 1** and **2** are hanging out after school. **Actor 1** checks his/her email on a smartphone and sees an email from an unknown person with a link to a new gaming website. **Actor 1** wants to open the link, but **Actor 2** gives reasons why he/she shouldn't.

Online Privacy

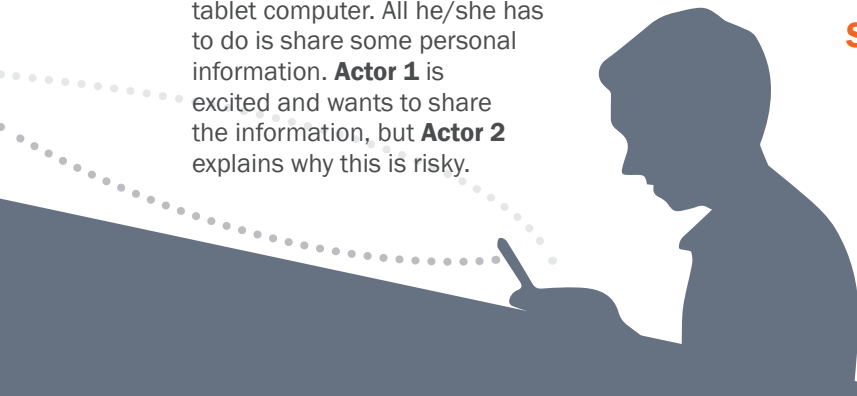
- **Actor 1** gets a friend request from someone that says he/she is a classmate. **Actor 1** doesn't know the person in real life, but is thinking about accepting the request. **Actor 2** shares why he/she believes accepting the friend request could be a bad idea.
- **Actor 1** is having a birthday party. He/She wants to post the invitation details on a social media site (e.g., Instagram, Twitter, Facebook). **Actor 2** thinks this is a bad idea. The two imagine what could happen if they share this type of personal information online.

Unwanted Sexual Requests

- **Actor 1** tells **Actor 2** about someone he/she has met online. The online friend is kind, sends gifts, and always wants to talk online with **Actor 1**. **Actor 2** talks to **Actor 1** about why he/she may want to be careful.
- **Actor 1** is thinking about meeting someone he/she met online face-to-face. **Actor 2** warns him/her that this is not a good idea.
- **Actors 1** and **2** are playing an online game when someone asks them to share a sexy image. The two friends discuss what to do about the request (e.g., block the player, report, tell an adult).

Sexting

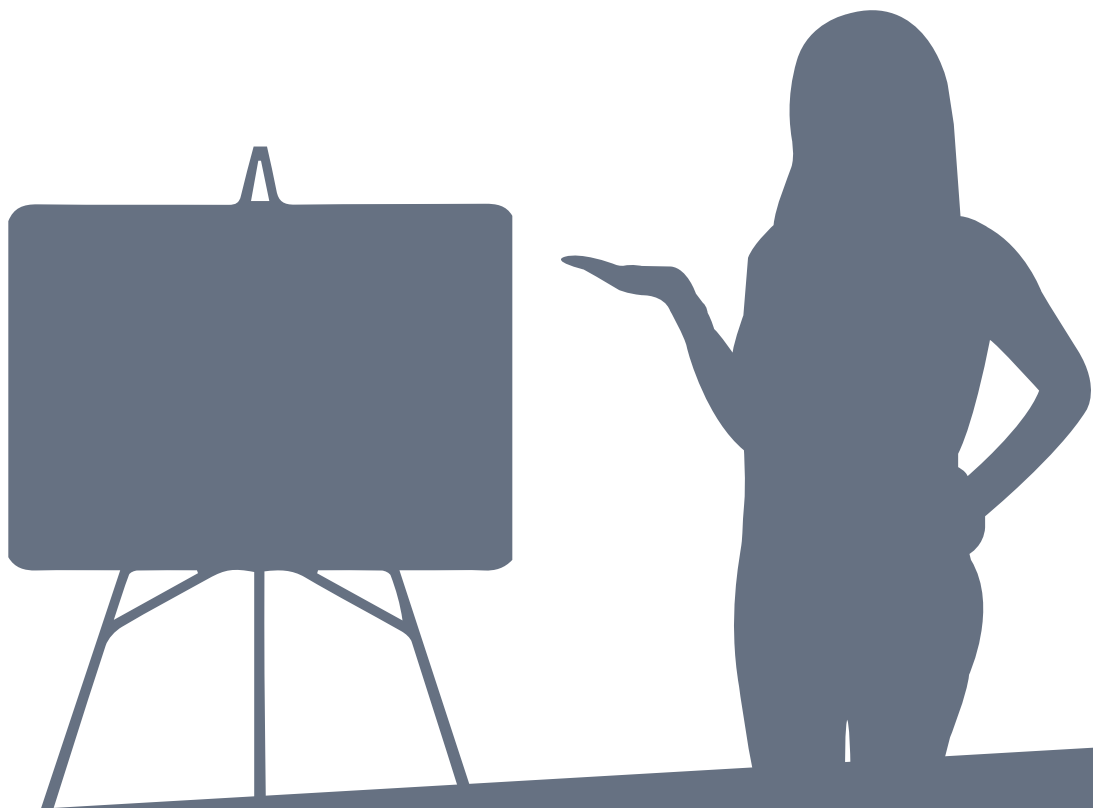
- **Actor 1**'s significant other asks him/her to text a sexy picture. **Actor 1** isn't sure what to do. He/She asks friends for advice. They tell him/her why it's risky to send these types of images. (e.g., Once you send an image, you lose control of it.)
- **Actor 1** receives a text of a sexy picture. **Actor 2** asks him/her to forward it. **Actor 1** explains why he/she doesn't think that's fair.



PROJECT #3

Lead A Classroom Activity

These classroom activities will help you teach specific, age-appropriate Internet safety concepts.



Activities for Grades K – 2

Cyberbullying: Use Good Netiquette

This activity will help students understand how rude behavior can spread online.

You will need:

- “Bad Netiquette Stinks” video. Download it at NetSmartz.org/NetSmartzKids/BadNetiquetteStinks
- Computer hooked up to an LCD projector
- Goggles/glasses
- Marker
- Stirrers
- Two, 8-ounce cups
- Baking soda, ½ teaspoon
- Powdered laundry detergent, ½ teaspoon
- Tray or plate
- Green food dye (optional)
- Vinegar, 2-ounces
- Water, 2-ounces

What to do:

1. Have students watch the “Bad Netiquette Stinks” video. Then say, “We’re going to do an experiment showing how easily bad netiquette can spread online.”
2. Take the cups. Label one cup “Internet” and one cup “Bad Netiquette.”
3. Have a student mix the laundry detergent and the vinegar in the “Internet” cup.
4. Have a student mix the water and baking soda in the “Bad Netiquette” cup.
5. Take the cups from the students. Place the “Internet” cup on the tray. Hold up the “Bad Netiquette” cup. Say, “When people use bad netiquette and are mean to each other online, it starts spreading just like this...”
6. Pour the “Bad Netiquette” mixture into the “Internet” cup. The mixture will immediately foam over the cup.
7. Say, “See how easily bad netiquette can spread online? But we can stop it by being kind and using good netiquette. Who can give me some examples?” Write their answers on the board.

Inappropriate Content: It’s OK to Tell

This activity will help younger students understand it’s not their fault if they come across inappropriate content online.

You will need:

- “It’s OK to Tell” video and discussion guide. Download them at NetSmartz.org/NetSmartzKids/ItsOKToTell
- Computer hooked up to an LCD projector

What to do:

1. Show students the video “It’s OK to Tell.”
2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions and/or add your own questions.

Trusted Adults: Thanks for Helping Me

This activity will help students learn about trusted adults.

You will need:

- A “Thank You Card” handout for each student. Find and download it at NetSmartzKids.org/ClubUYNActivities
- Crayons and/or markers

What to do:

1. Tell students, “Everyone needs help sometimes. What adults do you ask for help when you need it?” Let students respond. Then ask, “Why do you ask these adults for help?” Write their answers on a board, pointing out the qualities that make an adult a **trusted** adult (e.g., makes them feel safer, listens to them, helps them).
2. Have students fill out the “Trusted Adult Contact List.”
3. Tell students, “You should tell your trusted adult if anything or anyone online makes you feel sad, scared, or confused. To thank them, let’s make a card.”
4. Pass out the thank you card template and crayons/markers. Direct students to make a card for one of the trusted adults on their list.



Activities for Grades 3 - 5

Cyberbullying: Words Matter

This activity will help students understand the impact of mean words said online.

You will need:

- Blackboard/whiteboard
- Paper doll pattern
(You should be able to find a free one online.)
- Paper
- Scissors

What to do:

1. Have each student make a paper doll. Then ask them to crumple it up and then try to straighten it back out.
2. Ask students, “Was anyone able to get all of the wrinkles out of their doll?” (Hint: No one will be able to.)
3. Tell students, “Mean comments online are like the wrinkles in our dolls. You can delete them, but you can’t get rid of them completely.”
4. Ask students to brainstorm ways to be kind to each other online. Write their answers on the board.

Digital Literacy: Webster’s Gecko Goof

This activity will help students understand that not everything they read online is true.

You will need:

- *Webster’s Gecko Goof* e-book and discussion guide. Download them at NetSmartzKids.org/eBooks/WebstersGeckoGoof

What to do:

1. Read the story aloud. Try using different voices to make your story more exciting.
2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions for students in younger grades. You may also want to add your own questions.

Online Privacy: Shh! It’s Personal

This activity will help students learn about the importance of keeping personal information private.

You will need:

- Blank white notecards
- Pens/Pencils

What to do:

1. Ask students, “Do you know what personal information is?” (e.g., first and last names, home address, school name, phone number). Write their answers on the board.
2. Pass out the notecards. Ask students to write three pieces of personal information on each card, excluding their names. Ask them to try to think of personal information that is unique to them. Write your own card with personal information that will allow the class to easily guess your identity.
3. Collect the cards, shuffle them, and pass them out again, including your card. Have a few students read the information on their cards aloud. Make sure your card is read. Ask the class if they can guess who wrote the cards based on the information shared.
4. Say, “As we just saw, personal information can tell people a lot about you. When you’re online, if a website or person asks you for personal information they can learn a lot about you, too, so you have to be careful about what you share. Make sure to ask a trusted adult before sharing any personal information.”

Activities for Grades 6 – 8

Cyberbullying: Don't Stand By

This activity will encourage students to think about standing up for peers being cyberbullied.

You will need:

- *Stand By or Stand Up?* webcomic and discussion guide. Download the guide at NSTeens.org/Comics/StandByOrStandUp
- Computer lab

What to do:

1. Put students in pairs. Direct them to the NSTeens webcomic *Stand By or Stand Up?* Encourage students to play through the comic at least twice, making different decisions the second time. Give them 10-15 minutes.
2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions and/or add your own questions.
3. Ask students to share some ways of standing up for people who are being cyberbullied.

Digital Ethics: Choices and Cheaters

You will need:

- *Choices and Cheaters* webcomic and discussion guide. Download the guide at NSTeens.org/Comics/ChoicesAndCheaters
- Computer hooked up to an LCD projector OR computer lab
- Paper and writing utensils

What to do:

1. Prep students by asking a few questions. Ask:
 - a. *What are some reasons people cheat in school?*
 - b. *Has technology made cheating easier to do, and/or easier to catch? Why?*

2. Depending on computer access, put students into groups, or have them work individually and direct them to NSTeens.org/Comics/ChoicesAndCheaters. If there is only one available computer, hook it to a projector, and pull up the website.
3. Have students scroll and play through the interactive comic strip at least 2 times. Have them make different choices on the second round to see how it ends up.
4. As a follow up, tell students that they will write another scene to fit into the existing comic that poses an additional opportunity for CL to cheat or be a good digital citizen (e.g., A friend invites CL to join an online group where classmates share homework assignments. Does she join or reject the request?).
5. Pass out paper and writing utensils. You may choose to have students complete this activity as individuals, in pairs or small groups.
6. If time permits, have students share with the class the new scene that they've written.

Meeting Offline: Friend or Fake?

This activity will help students think twice about the people they meet online.

You will need:

- "Friend or Fake?" video and discussion guide. Download them at NSTeens.org/Videos/FriendOrFake
- Computer hooked up to an LCD projector

What to do:

1. Show students the video "Friend or Fake?"
2. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions and/or add your own questions.



Activities for Grades 9 - 12

Cyberbullying: Dear Friend...

This activity will help students think about cyberbullying from the perspective of the bully and the victim.

You will need:

- A news article about cyberbullying (Do not choose any stories that involve people from your community.)
- Paper
- Pens/Pencils

What to do:

1. Divide students into groups of two or four and have them read the cyberbullying news story.
2. Ask half of the groups to compose a letter to the cyberbully. The letters should 1) address why the cyberbullying may have started; 2) give advice for handling the situation's consequences; and 3) suggest tactics for not bullying in the future.
3. Ask the other groups to compose a letter to the cyberbullying victim. The letters should 1) address how the victim feels; 2) suggest ways of responding to cyberbullying; and 3) offer the victim words of encouragement.
4. Choose a few groups to share their letters aloud with the class. Thank them for sharing.

Inappropriate Content: Two Kinds of Stupid

This activity will help students think about the consequences of taking inappropriate actions and sharing them online.

You will need:

- "Two Kinds of Stupid" video and discussion guide. Download them at NSTeens.org/Videos/TwoKindsOfStupid
- Computer hooked up to an LCD projector

What to do:

1. Ask students to go online and find news stories where people got in trouble for images and/or comments they posted online. Have students share their stories with the group. They should not choose stories involving people from their community.
2. Show students the video "Two Kinds of Stupid."
3. Use the discussion guide to start a conversation with the students. You may want to reword some of the questions and/or add your own questions.

Sexting: What Happens Next?

This activity will help students understand how hard it is to keep control over the content they share online.

You will need:

- Notebook paper
- Pens/Pencils

What to do:

1. Before starting your activity, write one of the following sentences at the top of each piece of paper:
 - » Her boyfriend asked for a sexy photo. She decided to send him one.
 - » A sexy photo of that girl from science class was going around the school.
 - » "My sexy photo was just for you," she said. "Why did you share it?"
 - » All of the guys on his team dared each other to send a nude photo.
2. Write "What Happens Next?" on the board so the entire class can see. Write these questions under it:
 - » Who saw the image?
 - » How did they react?
 - » How did the person who was in the photo feel when it was shared?
 - » What were the consequences for the person who took the photo?
 - » What were the consequences for the people who shared the photo?
3. Divide students into groups of three or four. Tell them, "We're going to play a game called 'What Happens Next?' I will give each group the first sentence in a story. Each person in your group will take a turn writing the next sentence of the story until I call time. Do not talk to each other about or work together on the sentences that you are writing. You can use the questions on the board for ideas about what to write."
4. Pass out the sheets of paper. Give the groups about 10 minutes to complete their stories.
5. After they're done, say, "In this activity, you couldn't control what happened after you wrote your line of the story. It didn't matter if you agreed or disagreed with what the next person wrote. Once you passed the story on, it was out of your hands. That's also what happens when you share something online. You may not be able to control what happens next. What do you think could happen if you shared something online you wanted to stay private?"
6. After students discuss the question, ask a few of the groups to share their stories. Thank them for sharing.

An orange rectangular graphic with a white dotted circle in the center. Inside the circle, the word "PROJECT" is written in bold, dark blue, uppercase letters, and the number "#4" is written in bold, white, uppercase letters below it.

PROJECT #4

Activities for Everyone!

These projects are not issue or age-specific. You can do them with students in any grade level on any Internet safety or digital citizenship issue you choose.

Hold a contest.

Students can create posters, PSAs, poems, short stories, or skits around an Internet safety issue.

Have a pledge drive.

Challenge everyone in a grade or school to commit to being better digital citizens by signing a pledge. You can use the NetSmartz pledges at [NetSmartz.org/Resources/Pledges](https://www.net-smartz.org/resources/pledges) or create your own.

Start a discussion.

Choose a news story on an Internet safety issue to share and discuss. You may want to ask questions like, “*Why do you think this happened? How would you feel if this happened to you? How would you try to help the person in the story? What advice would you give them?*”

Share daily tips.

Ask your school if you can share Internet safety tips over the PA system or (if your school has an intra-video system) show NetSmartz videos throughout the day.

Plan an Internet Safety Week!

You can use any of the above activities to hold an Internet safety and digital citizenship week. Ask your school about having your week when there’s a national focus on student leadership or Internet safety, such as:

- **Safer Internet Day** (February)
- **National Volunteer Week** (April)
- **National Student Leadership Week** (April)
- **Internet Safety Month** (June)
- **Cybersecurity Month** (October)

Today we are online more than ever before. We use technology to save us time with research, connect with others, navigate, and have fun. Here are some ideas of how the digital world and the Scouting community can live side by side.

Trustworthy. Be truthful with others online, and be very careful of the information you share. Do the right thing when sharing other people's words or pictures. Make sure you have the owner's permission before using them.

Loyal. Share information about others only if you have their permission to share it. Uphold appropriate agreements you make with friends when you play games with them.

Helpful. Alert others to scams, cheats, and suspicious sites. Point them to reliable and accurate sources of information. Encourage people to report bad behavior online.

Friendly. Reach out to support others who are doing good things, like posting quality creative works. Support those who are bullied.

Courteous. Be polite and respectful. When you use other people's work, be sure to ask permission when necessary, follow fair use standards, and give credit to the people who created and own the work.

Kind. Treat people with respect when you are on social networks, playing games, talking or texting on a cellphone, or in other digital activities.

Obedient. When using digital devices, follow the rules set by your parents/guardians, teachers, and Scout leaders. Abide by the rules established by sites, services, devices, and games.

Cheerful. Use games, messaging tools, and social forums to build your relationships with others while having fun.

Thrifty. Be a smart consumer. Know your voice, text, and data plans and use them wisely. Be sure to study digital devices and services you want. Before buying them, make sure you're not overspending on functions and features you won't need. Be careful not to run up charges on apps and sites.

Brave. Stand up for what is right. Do not participate in mocking and bullying others, even if your friends are doing it. Report suspected abuse to a trusted adult, like your parent or leader; call 911 or call the Cyber Tip line at 1-800-843-5678. If the incident involves any part of the Scouting program, call your council Scout executive immediately or email youth.protection@scouting.org.

Clean. Use clean language and discuss only appropriate topics when using digital devices to communicate with others.

Reverent. Respect the feelings of other people. Do not use digital devices to spread irreverent ideas.

Remember that life is a balance. In Scouting, we focus on a balanced life through our aims: character, physical fitness, and citizenship. Technology is a tool to help us. It is not there to take the place of family, friends, the Scout Law, and staying physically fit. Stay ScoutSTRONG!



 Youth

 Parent

 Leader

100-055
2012 Printing



BOY SCOUTS OF AMERICA®

Prepared. For Life.®