

Basic Children's Internet Protection Act (CIPA)

—REQUIREMENTS—



Stage 1

ONLINE SAFETY REQUIREMENTS

Teacher's Guide
Grades 6-8

Children's Internet Protection Act

Background

The Children's Internet Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA Requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measure must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must **provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.**

Federal Communications Commission
445 12th Street SW, Washington, DC 20554
Phone: 1-888-225-5322

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Basic Children's Internet Protection Act (CIPA) Implementation Guide



Common Sense Media's free, comprehensive E-rate Toolkit at www.commonsense.org/erate provides you, your teachers, and your school community with all of the resources you need to educate your students about three CIPA-required topics: 1) appropriate online behavior, 2) safety and privacy, and 3) cyberbullying. The Toolkit contains lessons organized by grade, complete with supporting student handouts, videos, assessments, and parent tips, as well as a Teacher Verification Document.

ELEMENTARY SCHOOL

One 45-minute lesson per grade per year

Grade	Lesson
K	Going Places Safely
1	Sending Email
2	Show Respect Online
3	Follow the Digital Trail
4	The Power of Words
5	Talking Safely Online

MIDDLE SCHOOL

Two 45-minute lesson per grade per year

Grade	Lesson
6	<ul style="list-style-type: none">• Safe Online Talk• Strong Passwords
7	<ul style="list-style-type: none">• Trillion Dollar Footprint• Cyberbullying: Crossing the Line
8	<ul style="list-style-type: none">• Which Me Should I Be?• Cyberbullying: Be Upstanding

Access these lessons from the Toolkit's Teacher Page: www.commonsense.org/erate-teachers.

www.commonsense.org



Teacher Verification Document

TEACHER NAME: _____

TITLE: _____

GRADE/CLASS: _____

SCHOOL: _____

DISTRICT: _____

SCHOOL YEAR: _____

I verify that I have...

- Understood and embraced the district-wide Internet Safety Policy and the education requirements related to Children's Internet Protection Act (CIPA).
- Educated my students according to the lesson requirements.

I hereby certify that the above actions have been carried out during the 20__ – 20__ school year.

SIGNATURE: _____ **DATE:** _____

Teacher, please sign and turn in this Teacher Verification Document and any other pertinent paperwork required by your district.

ACCEPTABLE USE AGREEMENT

English

Spanish

BAKERSFIELD CITY SCHOOL DISTRICT
1300 Baker Street
Bakersfield, CA 93305

ACCEPTABLE USE AGREEMENT (AUA):
DISTRICT TECHNOLOGICAL RESOURCES

Background Information, Commitments, and General Requirements

The Governing Board of the Bakersfield City School District's ("District") has adopted a policy (Student Use of Technology, BP 400.43) describing rules and procedures to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of, or access to, sensitive information, and to comply with the: (1) Children's Online Privacy Protection Act (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Broadband Data Improvement Act. (Pub.L. 110-385.); (3) Protecting Children in the 21st Century Act (15 USC 6551); (4) Children's Internet Protection Act (20 USC 6301 et seq); (5) Enhancing Education Through Technology Act of 2001 (20 USC 6751 et seq.); and (6) the internet safety provisions of the No Child Left Behind Act (20 USC 6777). This *Acceptable Use Agreement (AUA)* brings together information from several District policies describing user obligations and responsibilities. The term "user" means anyone using District technological resources (e.g., computers, Internet, email, other forms of direct electronic communications, and equipment provided by the District regardless of the physical location of the user).

The District will use technology protection measures to block or filter, to the extent possible, access of visual depictions that are *obscene, pornographic, and harmful to minors* over the network. The District reserves the right to monitor use of the District's technology resources for improper use without advance notice or consent and to take immediate corrective action regarding any improper activities. As the District deems necessary, authorized employees will: (1) monitor users' online activities; (2) access, review, and copy; (3) store or delete any electronic communication or files; and (4) disclose files and documents to others. Users have no expectation of privacy regarding their use of District technological resources.

Users shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on race or ethnicity, ethnic group identification, physical or mental disability, medical condition, marital or parental status, sex or gender, gender identity, gender expression, genetic information, age, color, ancestry, national origin or nationality, religion, limited proficiency in English, or sexual orientation.

District staff will provide age-appropriate instruction to students about the safe, proper, and appropriate behavior while using technological resources. Although student use of District technological resources to access public social networking sites is prohibited, such instruction shall include, but not be limited to: the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, interacting with other individuals on social networking web sites and in chat rooms, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Use of District Technological Resources

Before a student is authorized to use the District's technological resources, the student and his/her parent/guardian shall sign and return this *AUA* to acknowledge and agree to all the conditions specified here. Each District school will keep a copy of the *AUA* signature page on file. Annually and before each student uses District technology, the principal/designee will verify the presence of a fully executed *AUA*. Once signed, the *AUA* acknowledgement/permission page remains in effect until: (1) revoked by the parent; (2) the student has a cancellation of user privileges; or (3) the student is no longer enrolled. Even without a signature on the *AUA*, employees, students, and all other users are required to follow applicable laws, policies, procedures, including

the requirements described within this *AUA*. By using the District resources, each user agrees to comply with all rules. Each user is required to report any misuse of the District's technological resources to the appropriate employee (e.g., teacher, supervisor, or other District personnel). If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor, or other appropriate District personnel.

Students are authorized to use District technological resources or equipment to access the Internet or other online services in accordance with Board policy, the user obligations, and responsibilities specified in the District's *Acceptable Use Agreement*.

Accessing Technological Resources Outside of School Setting. Students will access the District technological resources outside of school only if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use outside of school.

Penalties for Improper Use

Students who violate District or school rules and regulations, to include the unacceptable uses of the District's technological resources may be subject to consequences including, but not limited to: (1) legal action; (2) suspension; (3) expulsion; (3) transfer to alternative programs; (4) cancelling or limiting student user privileges; (5) denial of participation in extracurricular or cocurricular activities; (6) or other privileges. When a crime may have been committed, the Superintendent or designee shall notify local law enforcement. In accordance with law and policy, students also may be subject to a District or school consequence(s), for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

Disclaimer

The District makes no guarantees and denies any responsibility for the accuracy or quality of the information obtained by using District technological resources. Any statement accessible through the District's resources is understood to be the author's individual point of view and not that of the District, its affiliates, or employees. The student and parent/guardian, as a condition of the student's use of District technological resources, agree to indemnify and hold harmless the District or any District employee and waive all claims or suits for damages, costs, or injury arising from the failure of any technology protection measures, violations of copyright restrictions, user mistakes or negligence, or other obligations arising from use of District technological resources. Any charges a user accrues due to the inappropriate and unauthorized use of the District's resources are to be borne by the user.

**BAKERSFIELD CITY SCHOOL DISTRICT:
ACCEPTABLE USE AGREEMENT
ADDITIONAL STUDENT AGREEMENTS**

Personal Responsibility and Safety

1. I will use the school computers safely, responsibly, and for educational purposes.
2. I will take care of the computer and all technology equipment as if it belonged to me.
3. I will keep my passwords private and not share them with my friends.
4. I will only use school computers for classroom work assigned by the teacher.
5. I will report any misuse of the computer or the network to a teacher or the principal.
6. I will immediately stop and tell the teacher or person in charge if anything happens on the computer or on the Internet that is wrong or makes me feel uncomfortable.

Inappropriate Uses

7. I will not use someone else's username and password to log into the computer or network.
8. I will not read, delete, copy, or modify email or use another person's identity.
9. I will not attempt to bypass security measures on the District network.
10. I will not download any software from the Internet unless specifically directed to as part of a lesson.
11. I will not buy, sell, or advertise anything using the school computer and/or network.
12. I will not use technology equipment to encourage the use of drugs, alcohol, and tobacco or take any action that is unethical or prohibited by law or District policy.

Digital Citizenship

13. I will not threaten, harass, insult, ridicule, gossip, or tease others while I am online or using a computer. I understand these behaviors may result in punishment to include loss of privileges.
14. I will not copy information and use it as if it were my own ideas without giving credit to the information's author and source. I know that failure to properly cite my sources of information is called plagiarism and is a form of cheating.

Online Behavior

15. I understand that computer files and electronic communications are not private and may be accessed by the District to ensure proper use.
16. I will not share personal information (either my own nor another student's) including: references to where I live, details about family or friends (including names), my age, birthday, home address, or telephone number on the Internet.
17. I will use respectful and appropriate language without swearing, name calling, or causing others to feel uncomfortable due to their gender, race, appearance, behavior, or beliefs. (These are actions that could be considered harassment or bullying).
18. I will not post copyrighted material online.

Required Signatures: BCSD Acceptable Use Agreement

STUDENT

By signing below, I am showing I understand and agree to follow all rules listed in this four-page *Acceptable Use Agreement*. I understand that any rules I do not follow may result in disciplinary action, losing my user account, and legal action. I further understand I may be held responsible for using technological resources outside of school if my conduct violates District rules. I agree to report any misuse of the District electronic system to a teacher, principal, or other District employee.

Student Name (please print): _____

Student Signature _____ Date _____

PARENT OR GUARDIAN

As the parent/guardian of this student, I have read and understand this *Acceptable Use Agreement (AUA)* consisting of four pages. I understand this *AUA* has been designed to help ensure safe, proper, and appropriate conduct while staff and students use technological resources. By signing below, I am consenting to my student using District technological resources consistent with all the provisions of this *AUA*. I further understand I may revoke this consent in writing, but this revocation will not affect any action taken in reliance on my consent before the District receives my written notice of revocation.

Parent or Guardian Name (please print): _____

Signature _____ Date _____

SPONSORING TEACHER

I have received and read Board Policy 400.43 entitled Student Use of Technology, the accompanying administrative regulation, and this *Acceptable Use Agreement (AUA)* describing expectations for the appropriate use of the District’s technological resources. I have been provided with information about the role of staff to supervise student use of technological resources. As the sponsoring teacher, I agree to instruct the student to fulfill the requirements of the policy and *AUA*. This commitment includes agreeing to report any prohibited use or misuse of the District’s technological resources to the appropriate Bakersfield City School District administrator and to comply with all applicable law, policy, and procedure.

Teacher’s Name (please print): _____

Signature _____ Date _____

BAKERSFIELD CITY SCHOOL DISTRICT
1300 Baker Street
Bakersfield, CA 93305

ACUERDO DEL USO ACEPTABLE (AUA):
RECURSOS TECNOLÓGICOS DEL DISTRITO

Información de los antecedentes, compromisos, y requisitos generales

La mesa directiva gobernante del Distrito Escolar de la Ciudad de Bakersfield ("Distrito") ha adoptado una norma (Uso de tecnología del estudiante, BP 400.43) describiendo las reglas y procedimientos para prevenir el acceso no autorizado y otras actividades ilícitas por usuarios en línea, prevenir la divulgación no autorizada, acceso, información sensible, y para cumplir con: (1) Decreto de Protección de la Privacidad En Línea de los Niños (15 USC 6501-6506 & 47 CFR 312.1-312.12); (2) Decreto del Mejoramiento de Datos de Banda Ancha. (Pub.L. 110-385.); (3) Decreto Protegiendo a los Niños en el Siglo XXI (15 USC 6551); (4) Decreto de Protección de Internet de los Niños (20 USC 6301 et seq); (5) Decreto de Mejoramiento de la Educación Por Medio de la Tecnología del 2001 (20 USC 6751 et seq.); y (6) y las provisiones de seguridad del Internet del Decreto Ningún Niño se Quedará Atrás (20 USC 6777). Este *acuerdo del uso Aceptable (AUA)* une la información de varias normas del distrito describiendo las obligaciones y responsabilidades del usuario. El término "usuario" significa cualquier persona usando los recursos tecnológicos del distrito (ej., computadoras, Internet, correo electrónico, otras formas de comunicaciones electrónicas directas, y equipo proveído por el distrito a pesar de la ubicación física del usuario).

El distrito usará medidas de protección de tecnología para bloquear o filtrar, hasta el punto posible, acceso de descripciones visuales que son *obscenas, pornográficas, y dañinas para los menores* en la red informática. El distrito reserva el derecho de monitorear el uso de los recursos de tecnología del distrito por uso impropio sin aviso de anticipo o consentimiento y tomar una acción correctiva inmediata respecto a cualquier actividad impropia. Como el distrito considere necesario, los empleados autorizados: (1) monitorearán las actividades en línea de los usuarios; (2) conseguirán acceso, revisarán, y copiarán; (3) almacenarán o borrarán cualquier comunicación electrónica o archivos; y (4) divulgarán archivos y documentos a otros. Los usuarios no tienen expectativa de privacidad respecto a su uso de recursos tecnológicos del distrito.

Los usuarios no deberán conseguir acceso, anunciar, someter, publicar, o mostrar cuestiones dañinas o inapropiadas que sean amenazadoras, obscenas, perturbadoras, o sexualmente explícitas, o que podrían ser interpretadas como acoso o menosprecio de los demás basado en la raza o etnicidad, identificación de grupo étnico, discapacidad mental o física, condición médica, estado civil o paternal, sexo o género, identidad de género, expresión de género, información genética, edad, color, ascendencia, origen nacional o nacionalidad, religión, aptitud limitada en inglés, u orientación sexual.

El personal del distrito proveerá instrucción de edad apropiada a los estudiantes acerca del comportamiento seguro, propio y apropiado mientras usan los recursos tecnológicos. Aunque el uso de los recursos tecnológicos del distrito del estudiante para conseguir acceso a sitios de redes sociales públicos es prohibido, tal instrucción deberá incluir, pero no estará limitada a: los peligros de anunciar información personal en línea, mala representación por depredadores en línea, cómo reportar amenazas o contenido inapropiado u ofensivo, interactuar con otros individuos en sitios de redes sociales y salas de charlas, comportamientos que constituyen acoso cibernético, y cómo responder cuando se es sujeto al acoso cibernético.

Uso de los recursos tecnológicos del distrito

Antes de que un estudiante sea autorizado para usar los recursos tecnológicos del distrito, el estudiante y su padre/madre/tutor deberá firmar y regresar este Acuerdo del uso aceptable (AUA) para reconocer y estar de acuerdo a todas las condiciones especificadas aquí. Cada escuela del distrito mantendrá una copia de la página

de la firma del *AUA* archivada. Anualmente y antes de que un estudiante use la tecnología del distrito, el director/designado verificará la presencia de un *AUA* totalmente ejecutado. Una vez firmada, la página de reconocimiento/permiso del *AUA* permanecerá en efecto hasta que: (1) sea revocada por el padre/madre; (2) el estudiante tenga una cancelación de privilegios de usuario; o (3) el estudiante ya no esté inscrito. Aún sin una firma en el *AUA*, a los empleados, estudiantes, y todos los demás usuarios se les requiere seguir las leyes aplicables, normas, procedimientos, incluyendo los requisitos descritos dentro de este *AUA*. Usando los recursos del distrito, cada usuario está de acuerdo con cumplir con todas las reglas. A cada usuario se le requiere reportar cualquier uso incorrecto de los recursos tecnológicos del distrito al empleado apropiado (ej., maestro, supervisor, u otro personal del distrito). Si el usuario no está seguro acerca de si un uso particular es aceptable o apropiado, él o ella deberán consultar a un maestro, supervisor, u otro personal apropiado del distrito.

Los estudiantes están autorizados para usar los recursos tecnológicos del distrito o equipo para conseguir acceso al Internet u otros servicios en línea en conformidad con la norma de la mesa directiva, las obligaciones del usuario, y responsabilidades especificadas en el *Acuerdo del uso aceptable* del distrito.

Conseguir acceso de recursos tecnológicos fuera de la ubicación de la escuela. Los estudiantes conseguirán acceso a los recursos tecnológicos del distrito fuera de la escuela sólo si un padre/madre o tutor legal supervisa su uso en todo momento. El padre/madre o tutor del estudiante es responsable por monitorear el uso del menor fuera de la escuela.

Consecuencias por el uso impropio

Los estudiantes quienes violen las reglas y el reglamento del distrito o escuela, que incluye los usos inaceptables de los recursos tecnológicos del distrito pueden estar sujetos a consecuencias incluyendo, pero no limitadas a: (1) acción legal; (2) suspensión; (3) expulsión; (3) transferencia a programas alternativos; (4) cancelar o limitar los privilegios de usuario del estudiante; (5) denegación de la participación en las actividades extracurriculares o co-curriculares; (6) u otros privilegios. Cuando un crimen pudo haber sido hecho, el superintendente o designado deberá notificar a las autoridades policíacas locales. De acuerdo con la ley y norma, los estudiantes también pueden estar sujetos a las consecuencias del distrito o escuela, por cualquier conducta fuera del recinto escolar durante las horas que no hay clases que represente una amenaza o peligro para la seguridad de los estudiantes, personal, o propiedad del distrito, o sustancialmente interrumpa las actividades de la escuela.

Denegación de responsabilidad

El distrito no hace garantías y niega cualquier responsabilidad por la exactitud o calidad de la información obtenida usando los recursos tecnológicos del distrito. Cualquier declaración accesible por medio de los recursos del distrito se entiende ser el punto de vista del autor individual y no del distrito, sus afiliados, o empleados. El estudiante y padre/madre/tutor, como condición del uso de los recursos tecnológicos del distrito del estudiante, está de acuerdo en indemnizar y librar de cualquier responsabilidad al distrito o a cualquier empleado del distrito y renunciar a todos los reclamos o proceso judicial por daños, costos, o perjuicio surgiendo de la falla de cualquier medida de protección tecnológica, violaciones de restricciones con derechos reservados, errores del usuario o negligencia, u otras obligaciones surgiendo del uso de los recursos tecnológicos del distrito. Cualquier cargo que el usuario acumule debido al uso inapropiado y no autorizado de los recursos del distrito debe ser sostenido por el usuario.

**BAKERSFIELD CITY SCHOOL DISTRICT:
ACUERDO DEL USO ACEPTABLE
ACUERDOS ADICIONALES DEL DISTRITO**

Seguridad y responsabilidad personal

1. Usaré las computadoras de la escuela sin peligro, responsablemente, y para propósitos educativos.
2. Cuidaré la computadora y todo el equipo de tecnología como si me perteneciera.
3. Mantendré mis contraseñas privadas y no las compartiré con mis amigos.
4. Sólo usaré las computadoras de la escuela para el trabajo del salón de clases asignado por el maestro.
5. Reportaré cualquier mal uso de la computadora o red informática al maestro o al director.
6. Me detendré inmediatamente y le diré al maestro o persona encargada si pasa cualquier cosa en la computadora o en el Internet que está mal, o me hace sentir incómodo.

Usos inapropiados

7. No usaré el nombre de usuario y contraseña de alguien más para entrar a la computadora o red informática.
8. No leeré, borraré, copiaré, o modificaré el correo electrónico o usaré otra identidad de la persona.
9. No intentaré pasar sobre las medidas de seguridad en la red informática del distrito.
10. No bajaré ningún software del Internet a menos que se especifique directamente como parte de la lección.
11. No compraré, venderé, o anunciaré cualquier cosa usando la computadora de la escuela y/o red informática.
12. No usaré el equipo de tecnología para animar el uso de drogas, alcohol, y tabaco o tomar alguna acción que sea poco ética o prohibido por la ley o norma del distrito.

Civismo digital

13. No amenazaré, acosaré, insultaré, burlaré, chismearé, o fastidiaré a otros mientras estoy en línea o usando una computadora. Entiendo que estos comportamientos pueden resultar en castigo que incluye la pérdida de privilegios.
14. No copiaré información y la usaré como si fueran mis propias ideas sin darle crédito al autor de la información y fuente. Sé que la falla de citar apropiadamente mis fuentes de información se le llama plagio y es una forma de hacer trampa.

Comportamiento en línea

15. Entiendo que los archivos de la computadora y comunicaciones electrónicas no son privadas y se puede conseguir acceso por el distrito para asegurar el uso propio.
16. No compartiré información personal (ya sea la mía propia ni de otro estudiante) incluyendo: referencias de donde yo vivo, detalles acerca de la familia o amigos (incluyendo nombres), mi edad, cumpleaños, domicilio, o número de teléfono en el Internet.
17. Usaré un lenguaje respetuoso y apropiado sin decir groserías, insultos, o causar a otros que se sientan incómodos debido a su género, raza, apariencia, comportamiento, o creencias. (Estas son acciones que podrían ser consideradas acoso o intimidación).
18. No publicaré material con derechos reservados en línea.

Firmas requeridas: Acuerdo del uso aceptable del BCSD**ESTUDIANTE**

Firmando abajo, estoy mostrando que entiendo y estoy de acuerdo en seguir las reglas escritas en este *Acuerdo del uso aceptable* de cuatro páginas. Entiendo que cualquier regla que no siga puede resultar en acción disciplinaria, perder mi cuenta de usuario, y acción legal. Entiendo aún más que puedo ser responsable por usar los recursos tecnológicos fuera de la escuela si mi conducta viola las reglas del distrito. Estoy de acuerdo en reportar cualquier mal uso del sistema electrónico del distrito a un maestro, director, u otro empleado del distrito.

Nombre del estudiante (escribir con letra de molde): _____

Firma del estudiante _____ Fecha _____

PADRE/MADRE O TUTOR

Como el padre/madre/tutor del estudiante, he leído y entiendo este *Acuerdo del uso aceptable (AUA)* consistiendo de cuatro páginas. Entiendo que este *AUA* ha sido diseñado para ayudar a asegurar una conducta segura y apropiada mientras que el personal y estudiantes usan los recursos tecnológicos. Firmando abajo, yo consiento a que mi estudiante utilice los recursos tecnológicos del distrito consistente con todas las provisiones de este *AUA*. Entiendo aún más que puedo revocar este consentimiento por escrito, pero esta revocación no afectará ninguna acción tomada en virtud de mi consentimiento antes de que el distrito reciba mi aviso de revocación escrito.

Nombre del padre/madre o tutor (escribir con letra de molde): _____

Firma _____ Fecha _____

MAESTRO PATROCINADOR

He recibido y leído la Norma de la Mesa Directiva 400.43 titulada Uso de tecnología del estudiante, la Adjunta Regla Administrativa, y este *Acuerdo del uso aceptable (AUA)* describiendo expectativas para el uso apropiado de los recursos tecnológicos del distrito. Me han proveído con información acerca de la función del personal de supervisar el uso de recursos tecnológicos del estudiante. Como el maestro patrocinador, estoy de acuerdo en instruir al estudiante de cumplir con los requisitos de la norma y del *AUA*. Este compromiso incluye el estar de acuerdo en reportar cualquier uso prohibido o mal uso de los recursos tecnológicos del distrito al administrador apropiado del Distrito Escolar de la Ciudad de Bakersfield y cumplir con todas las leyes, normas, y procedimientos aplicables.

Nombre del maestro/a (escribir con letra de molde): _____

Firma _____ Fecha _____

SIXTH GRADE

Lesson Plans

Safe Online Talk

Strong Passwords



Essential Question: How should you handle inappropriate online talk?

Learning Overview and Objectives

Overview: While acknowledging the benefits of online talk and messaging, students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios using the **Internet Traffic Light Student Handout**.

objectives

Students will:

- Describe positive aspects of online talking and messaging
- Identify situations in which flirting and chatting become inappropriate and risky
- Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online

Materials and Preparation

Materials

- **Take Three Student Handout**
- **Take Three Student Handout — Teacher Version**
- **Internet Traffic Light Student Handout**
- **Internet Traffic Light Student Handout — Teacher Version**
- **Safe Online Talk Teacher Backgrounder**
- Half-size sheets of paper, three for every student
- Green, yellow, and red markers or colored pencils, one set for each group of four to five students

Preparation

- Download the **Safety Video Vignettes: Safe Online Talk**, preview the video, and be prepared to play it for the class
- Copy the **Take Three Student Handout**, one for every student
- Copy the **Internet Traffic Light Student Handout**, one for every student
- Review the **Take Three Student Handout — Teacher Version**
- Review the **Internet Traffic Light Student Handout — Teacher Version**
- Read the **Safe Online Talk Teacher Backgrounder**

Parent Resources

- Send home the **Safe Online Talk Parent Tip Sheet**



Key Vocabulary

- **Opportunity:** A chance for something to happen
- **Pitfall:** A hidden or unsuspected problem or danger
- **Inappropriate:** Not proper; not okay
- **Risky:** Potentially harmful to one's emotional or physical well-being
- **Harass:** To bother or pressure aggressively

teaching plans

Introduce (5 minutes)

INVITE students to raise their hand if they have ever heard the saying, “Don’t talk to strangers.”

ASK *How might this “rule” change when we communicate online?* (Students’ answers will vary. Guide students to recognize that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don’t know each other to interact, debate, share, and collaborate.)

DEFINE the Key Vocabulary term **opportunity**.

POINT OUT that the Internet gives students a wide range of opportunities to connect with or learn from people who may not be in their circle of close friends — whether through games, social network sites, blogs, instant messaging, forums, and so on.

DEFINE the Key Vocabulary terms **pitfall** and **inappropriate**.

EXPLAIN to students that connecting with people online occasionally can have its pitfalls. Therefore, it is important to know how to deal with inappropriate situations if they arise.

Teach 1: Safety Video Vignettes (10 minutes)

DISTRIBUTE the **Take Three Student Handout**, one for each student.

EXPLAIN to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Students should pay attention to the opportunities and the pitfalls that each of the three teens mentions in the film.

WATCH the **Safety Video Vignettes: Safe Online Talk** as a class.

TELL students to complete the **Take Three Student Handout** with a partner. Meanwhile, project or draw the Take Three graphic organizer on the board for the class to view.

INVITE students to share the opportunities and the pitfalls that Randy, Aseal, and Renee talk about in the video. Fill in the graphic organizer on the board as students discuss their answers.

ASK *Which story do you feel most connected to? Why?* (Students’ answers will vary.)



ASK *What advice did the teens share in the video? Would you add any advice of your own?* (Students may recall the following pieces of advice: end any conversation that starts to make you uncomfortable; remember that you can shut off a device at any time; remember that people are “far away” online, in a sense, so it’s easier to take awkward or annoying moments less personally. Guide students to also consider the supportive roles that friends, parents, and mentors can play in uncomfortable situations.)

ASK *Renee talks about getting a “gut feeling” when she felt something was “off” online. What does that feel like? In which situations have you had that kind of gut feeling?* (Students may share stories about being uncomfortable while chatting online, whether with strangers or with people they know. Others may share stories about detecting online scams or spam.)

Teach 2: What’s Risky? (10 minutes)

DEFINE the Key Vocabulary term **harass**.

POINT OUT that Randy and Aseal use this word in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him.

EXPLAIN that online flirting can sometimes be a less obvious form of harassment.

ASK *How would you handle someone walking up to you on the street and making crude or sexual comments?* (Students should respond that they would walk away, and call for help if they felt threatened.)

ASK *How would you handle someone trying to flirt with you on the street?* (Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.)

EXPLAIN to students that the same kinds of situations can happen when they are online. Sometimes it’s obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online, and such warning signs are not always so obvious.

DISCUSS with students how flirting is normal among middle school kids. When flirting is done face to face, it might feel comfortable. However, it quickly can become uncomfortable online, even when it’s with other people that they may know. This is because people sometimes say things online to one another that they might not say if they were face to face.

DEFINE the Key Vocabulary term **risky**.

EXPLAIN to students that when they are talking online with people they don’t know in person, flirting and other sexual talk is risky behavior. There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky, because some people online don’t actually have teens’ best interests in mind. If the person they’re communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it.



Note: Some young teens may feel excited about the idea of developing romantic relationships with older teens or young adults online. Consider discussing why this can be emotionally and developmentally harmful. Keep in mind, though, that the latest research does not support the “online predator” myth. Please refer to the **Risky Online Relationships Teacher Backgrounder** for more information.

Teach 3: Internet Traffic Light (15 minutes)

DISTRIBUTE the **Internet Traffic Light Student Handout**, one for each student.

REVIEW the Internet Safety Tips on the handout aloud. Tell students to keep these rules in mind during the following activity.

ARRANGE students in groups of four or five. Distribute three sheets of paper for each student and one set of green, yellow, and red markers or pencils for each group.

FOLLOW the instructions on the **Internet Traffic Light Student Handout – Teacher Version** to guide students through the group activity and class discussion.

Wrap Up and Assess (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives.

ASK *What are some of the opportunities and some of the pitfalls of connecting with people online?* (The Internet gives you the opportunity to connect with people your age that aren’t in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)

ASK *In what online situations should you get a “gut feeling” that tells you that you may be at risk?* (When people you know only online flirt with you or talk about sex; when someone you don’t know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)

ASK *What are some rules for staying safe when talking and messaging online?* (Don’t reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.)



Extension Activity

Focus the discussion on the social networking profiles and on the blogs that students may create for themselves. Point out that social networking profiles and blogs are not in and of themselves dangerous, but that teens need to be careful with how they use them. Challenge students to come up with a “DOs” list of how to safely enjoy social networking and blogging and a “DON’Ts” list of risky behaviors to avoid. These lists should be created to avoid unwanted contact with strangers or people they might already know online. They may wish to use the Internet Safety Tips on their **Internet Traffic Light Student Handout** for guidance.



Homework

Invite students to create “Stay Safe Online!” posters to alert other students who go online to the opportunities and the pitfalls of online communication. Suggest that they refer to their **Internet Traffic Light Student Handout**, and include one or more of the tips in their posters. Display the posters in the classroom or school hallways.

Alignment with Standards – National Educational Technology Standards for Students® 2007

(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity



Name(s)

Class

Date

Directions

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>		
<p>Aseal <i>Gaming</i></p>		
<p>Renee <i>Texting and video chatting (Skype)</i></p>		

**Directions**

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>	<ul style="list-style-type: none"> • Developing closer connections with classmates • Establishing connections to people you wouldn't have connected to otherwise 	<ul style="list-style-type: none"> • Dealing with random or suspicious friend requests • Dealing with obnoxious and persistent contact (for example, handling repeated friend requests from strangers) • Not knowing who people online really are, or how they might react during communication
<p>Aseal <i>Gaming</i></p>	<ul style="list-style-type: none"> • Hanging out with people you already know in an online setting • Interacting with new people from around the world • Developing a better understanding of other cultures from afar (Aseal says gaming helps him get "out of [his] social box" and "see" other places around the world. He talks to people from Qatar, England, and elsewhere) 	<ul style="list-style-type: none"> • Dealing with vulgar language and "trash talking" • Feeling harassed by people you don't really know
<p>Renee <i>Texting and video chatting (Skype)</i></p>	<ul style="list-style-type: none"> • Communicating more easily with friends when you aren't with them • Getting to know people better • Seeing what people's interests are 	<ul style="list-style-type: none"> • Receiving random friend requests • Connecting too easily with new people, without thinking twice • Engaging in conversations that may seem okay at first, but then become uncomfortable or awkward • Dealing with requests for private or personal information from people you don't know



Name(s)

Class

Date

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself— sticking to my values — when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle “lights” green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Slow down, be cautious – and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

What light do you think Abby should choose in this situation? Explain your choice.

Vince's Story

Vince is 12 and loves playing EscapeGo – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

What light do you think Vince should choose in this situation? Explain your choice.



Keyanna's Story

Keyanna is 13 and she often plays Whatville, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on Whatville. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

What light do you think Keyanna should choose in this situation? Explain your choice.

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is CathyKisses15. A guy called MikeyMike99 said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," MikeyMike99 says.

What light do you think Catherine should choose in this situation? Explain your choice.

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Now what light do you think Catherine should choose? Explain your choice.



Teacher Instructions

After arranging the class into groups of four or five and distributing the **Internet Traffic Light Student Handout**, guide students through the Internet Safety Tips below. These tips also appear on their handouts.

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself – sticking to my values – when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

DISCUSS the idea that just as drivers need rules when they're on the road, students need rules when they're online. Drivers also need traffic lights to tell them when they need to stop, and when it's safe to proceed. Because the Internet has no traffic lights, students need to develop their own internal traffic lights. These will tell them when it's safe to proceed, and when they should come to a stop.

TELL students to begin the activity by reading the directions on their handouts (see below).

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle "lights" green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



**Stop!
Too dangerous
to proceed.**

The person you are talking to is clearly acting inappropriately, and the conversation needs to end.

**Slow down, be
cautious – and be
prepared to stop.**

Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.

**Coast is clear
(but look
both ways!)**

You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

ALLOW students 10 to 15 minutes to complete the activity. Then reassemble the class.

DISCUSS each story, inviting students to explain the choices their groups made. Although the students should think critically about their choices, it is important for them to understand that there sometimes are truly correct answers, especially when it comes to “red light” and “yellow light” situations. You may also use the following material to guide class discussion:

Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. Abby should think twice about this one. The best thing she can do is ask her parents what they think about the situation. If they think it's fine, Abby should also let Ivan know and ask for his permission. If everyone gives her the thumbs up – and she feels comfortable being the uncle's friend on MyFace – then it's probably all right to accept his request. Abby should consider putting him on a limited profile setting so that he can't see her personal information or tagged photos. She should also check out their mutual friends.

Additional Questions: *What if Ivan's aunt asked to be Abby's friend on MyFace instead? Would the situation feel different? Why or why not? Do you have adult friends on Facebook or MySpace? If so, what made you decide to let them be your online friend?*



Vince's Story

Vince is 12 and loves playing *EscapeGo* – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) It sounds like Vince's friend has his mind set on *EscapeGo* and not much else. This is a good sign. It's exciting to be able to collaborate and strategize with other players in real time, too – that's the beauty of MMORPGs. Vince should still be aware that he's interacting with strangers online, and that it's never a good idea to reveal private information in these kinds of settings.

Additional Questions: *What if Vince's friend asked him how old he was later on? What if he wanted to meet Vince in person to talk about gaming?*

Keyanna's Story

Keyanna is 13 and she often plays *Whatville*, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on *Whatville*. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) Flirting online can be fun, as long as it's in a safe setting. And it's a popular thing to do in tween/teen virtual worlds like *Whyville* and *Habbo Hotel*. Keyanna can choose to throw a heart back or not – it's her decision. It's also a good sign that the other avatar doesn't look like a newbie. It takes a lot of time, energy, and youth-to-youth knowledge to make a trendy-looking avatar on *Whatville*. However, you can't always judge a book by its cover. If Keyanna starts feeling uncomfortable in any way, she should stop contact with this avatar immediately.

Additional Questions: *What if the male avatar started interacting with Keyanna in *Whatville* and no one else? Do you think that's a warning sign?*

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is *CathyKisses15*. A guy called *MikeyMike99* said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," *MikeyMike99* says.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. And definitely consider coming to a complete



stop. Catherine should be aware that her screen name makes her a potential target for inappropriate contact in the chat room: it's flirty, indicates her age, and even says her name. It's good that Catherine hasn't divulged too much personal information to MikeyMike99. That said, she should be cautious about treating him as her confidant. Some people (older teens or young adults, more commonly) develop inappropriate relationships with younger teens online over time, establishing feelings of trust and affection at first in order to make their advances seem more normal.

Additional Questions: *Catherine insists she hasn't told MikeyMike99 anything too personal. From your perspective, what does that mean?*

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Discussion: RED – STOP! TOO DANGEROUS TO PROCEED. Catherine has found herself in a sticky situation, whether she knows it or not. Talking sexually with people online is risky, especially if you know that person is older. There's a good chance that MikeyMike99's picture is inappropriate, and Catherine should feel uncomfortable that he is asking her to keep something private. Even though she's gone too far already, the power is still in her hands. Catherine should stop talking with Mike entirely. Even if it's a little embarrassing, she should talk to friend or parent about what happened, too.

Additional Questions: *What are some ways in which MikeyMike99 tries to make Catherine feel comfortable? (He uses a nickname (Cat) affectionately; he also appears to make himself vulnerable by telling her that he likes her, hopes she likes him too.)*



The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it’s more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic.

Thinking Beyond “Online Predators”

Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships

The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. Teens, not children, are most likely to receive online sexual solicitations.

Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17). People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.


2. A teen is more likely to be solicited online by another teen or a young adult.

Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online – not only the extreme cases.



3. The “predator-prey” label gives the wrong impression.

There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from “not as risky” to “very risky,” as reflected in the chart below:

<p>Not As Risky</p>  <p>Very Risky</p>	<ul style="list-style-type: none"> • Receive inappropriate spam through email and immediately send it to their junk mail • Accept a friend request online from a stranger and receive a sexually explicit online message thereafter, or joke around on a virtual world site and flirt with other avatars • Seek companionship or friendship on an online chat room, and develop an ongoing, risky relationship with a stranger
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In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor’s true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against “unwanted contact” is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?

The term “grooming” is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are.

Teens should also reflect on these questions if they communicate with someone they meet online:

- **Has this person asked to keep anything about our relationship a secret?**
- **Has this person hinted at or asked about anything sexual?**
- **Have I felt pressured or manipulated by this person?**
- **Do I feel true to myself – sticking to my values – when I communicate with this person?**

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.



- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or virtual world – to avoid contact with that person again.
- **Know that it's okay to feel embarrassed or confused.** It's not always easy to make sense of situations that make teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they've experienced. They should know these feelings are normal.
- **Talk to a friend or trusted adult.** Teens should know that it's okay to reach out. Even if they feel they can handle a tricky situation alone, it's always a good idea for teens to turn to friends, parents, teachers, coaches, and counselors for support.

Teaching Strategies for Sensitive Topics

Provide Supportive Resources

Young teens may react to conversations about risky relationships in different ways. Consider concluding the lesson by mentioning a few resources available to students at your school, such as guidance counseling, health services, and talking to other teachers. These resources may help kids practice safe behavior online long after your lesson on **Safe Online Talk** is over.

You may wish to share the following Web resource with teens:

- That's Not Cool (www.thatsnotcool.com)

Talking to Parents

Send parents the **Safe Online Talk Parent Tip Sheet**

Research

- The Berkman Center for Internet & Society at Harvard University. *Enhancing Child Safety & Online Technologies: Final Report of the Internet Safety Technical Task Force*. 2008.
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- McBride, N. " 'Stranger-Danger' Warnings Not Effective at Keeping Kids Safer." 2011. National Center for Missing & Exploited Children. www.missingkids.com.
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- Ybarra, M. L., Espelage, D. L., and Mitchell, K. J. "The Co-occurrence of Internet Harassment and Unwanted Sexual Solicitation Victimization and Perpetration: Associations with Psychosocial Indicators." *Journal of Adolescent Health*, Health (2007). 41, pp. S31-S41.



Essential Question: How can a secure password help you protect your private information?

Learning Overview and Objectives

Overview: Students learn how to create secure passwords in order to protect their private information and accounts online.

Students learn tips for creating safe passwords. They explore scenarios in which two characters choose passwords, and they use the tips they have learned to create secure new ones for those characters. They then create posters to communicate password tips to their families and other students.

objectives

Students will:

- Identify the characteristics of strong passwords
- Apply characteristics of strong passwords to create new passwords
- Create secure passwords with their family members

Materials and Preparation

Materials

- **Password Tips Student Handout**
- **Password Challenge Student Handout**
- Poster paper
- Colored markers
- Chalkboard or white board

Preparation

- Copy the **Password Tips Student Handout**, one for every student
- Copy the **Password Challenge Student Handout**, one for every student

Parent Resources

- Send parents the **Security Parent Tip Sheet**
- Send parents the **Internet Safety for Middle School Parent Tip Sheet**
- Send parents the link to the **Internet Safety Tips for Middle School Video**

Key Vocabulary

- **Password Protection:** The requirement that visitors use a password when they access a website so that only certain people can view the site and participate in its online activities
- **Random:** Having no pattern
- **Security:** Freedom from danger. Online, “security” refers to protecting one’s private information and protecting a computer from viruses or “malware”
- **Screen Name:** The online name you choose to log in with or to post on a website



teaching plans

Introduce

ASK *What are some of the non-electronic security devices that people use to protect their possessions from being stolen or used by others?*

Sample Responses:

- *Lock on a gym locker*
- *Apartment and house keys*
- *Bicycle locks*

ASK *What are examples of how you use passwords when you use electronic devices?*

Sample Responses:

- *Logging on to a computer*
- *Signing into online accounts*
- *“Unlocking” a cell phone*

EXPLAIN that passwords protect your online accounts from being stolen or used by others. Point out that the older students get, the more important password security will become to them. Choosing good passwords will help them protect their social networking profiles when they are in high school, keep their grades private when they are in college, and protect their bank accounts and online store accounts when they are adults.

ASK *What do you think could happen if someone got hold of your password?*

Sample responses:

Someone could:

- *Access my online accounts*
- *Steal my money*
- *Pretend to be me and hurt my reputation*
- *Find out things about me that I don't want anyone else to know*

Teach 1: No Guesswork

DISTRIBUTE the **Password Tips Student Handout** and review each of the eight security tips for managing passwords.

INVITE students to explain why each tip is effective. If they are not sure, offer some of the following tips:

- **Only your parents should know your password.** Never give a password to anyone else – not even your friends. They could unknowingly share it with someone who could use your password to pretend to be you or to harass other people.
- **Don't use passwords that are easy to guess, like your nickname or your pet's name.** People who know you well can guess these kinds of passwords.
- **Never use any private identity information in your password.** Identity thieves can use this information to pretend to be you.



- **Don't use a word in the dictionary as a password.** Hackers use programs that will try every word in the dictionary to guess passwords.
- **Create passwords with at least eight characters.** The fewer the characters, the easier it is for hackers to try every combination of characters.
- **Use combinations of letters, numbers, and symbols.** They are harder to crack than just words because there are more combinations to try.
- **Change your password regularly – at least every six months.** The longer you use the same password, the more likely it is that someone will guess it or use a program to find it.

Make sure that students are familiar with the forms of private identity information listed in the “Use Common Sense!” box. Remind students of an important safety and security rule: Do not give out private identity information without the permission of a teacher or parent.

Teach 2: Password Remix

Students should now read and discuss the “Smart Passwords?” scenarios about Jesse and Krystal, also in the **Password Tips Student Handout**.

DISCUSS Jesse's password choice with students.

ASK *Did Jesse make a safe choice? Why or why not?* (Jesse's password is too obvious a choice, easily guessed by people who know him, and therefore not secure.)

HAVE students identify the password tips Jesse's password did and didn't follow.

GUIDE students to discuss the scenario about Krystal.

ASK *How did Krystal choose her password?* (She chose her password by combining part of her name (kr), her favorite activity (swim), and the numbers of her birth month (8) and day (4).)

HAVE students evaluate Krystal's password.

ASK *Was it a safe choice?* (It is a safer choice because she used no complete personal identity information, and she combined at least eight letters and numbers.)

ASK *What are some other password tips Krystal could follow?*

HAVE students follow the directions for the “You Try It” activity at the bottom of the handout. Invite them to write new passwords for Jesse and Krystal, then share their new passwords with the class. Write the new passwords on the board and ask students to share their suggestions for how Jesse and Krystal could remember them.

Teach 3: Pass the Word?

CHALLENGE students to create posters that will communicate the password tips and help their families and other students keep their online identities secure. You may wish to assign one tip to each student, resulting in a series of tip posters that can be displayed together or rotated throughout the year.



Wrap Up and Assess

Use the posters that students created in **Teach 3** and/or the questions below to assess students' understanding of the lesson objectives. Evaluate students' learning by having them read and explain the reasoning behind each of their poster tips.

ASK

- *What are some tips for having strong passwords? Which ones do you think are most important to follow?* (Encourage students to recall as many of the eight tips as they can. Have students explain why they think particular tips are important.)
- *Which tips are easiest to follow? Which are hardest?* (Have students explain their reasoning. Answers will vary.)
- *How can we remind ourselves, other students, and our families to keep passwords secure?* (Answers will vary.)

REVIEW with students that passwords protect their online accounts and identities. Remind students that hackers and identity thieves try hard to guess passwords so they can steal people's online information. Tell students that creating a good password will make it hard for people to guess it.



Extension Activity

Students practice designing strong and weak passwords. Using the **Password Challenge Student Handout**, students create one strong and one weak password for an important historical figure. Both passwords should indicate something that is special or unique about that person. However, the strong password should be created using the "DO" tips from the **Password Tips Student Handout**, and the weak password created by using the DON'T'S from the handout. Remind students to do a little historical research to learn something about their historical figure before they begin. Optional: Students can write down the weak password and bring it to school. Students then physically exchange passwords with a partner and try to guess each other's historical characters. Students can give hints when needed.



Homework

In-school pre-activity: Teach students how to create a random password. Explain that although they are harder to remember, random combinations of letters, numbers, and symbols are the safest passwords. Obtain three number cubes. Use stick-on labels to replace the numbers on one cube with six letters. Replace the numbers on another cube with six keyboard symbols. Leave the third number cube as is. Have students put the three cubes in a paper bag and choose one at a time, roll the cube, and record the character. Do this eight times to get a random password with eight characters. Have students do online research to learn about random password generators at <http://www.freepasswordgenerator.com/>. After students explore the sites, discuss the pros (very hard to crack) and cons (can be hard to remember) of using random passwords.

Home activity: Students then work with their parents to create two new passwords for themselves using the random password generator: <http://www.freepasswordgenerator.com/>. Students should also teach their parents about the DO'S and DON'T'S of creating passwords from the Password Tips Student Handout.

**Alignment with Standards – National Educational Technology Standards for Students® 2007**

(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

3. Research and Information Fluency

- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

Common Sense Media is an independent, nonprofit resource that helps families and educators teach kids how to be safe and smart in today's 24/7 media world. Go to www.commonsensemedia.org for thousands of reviews and expert advice.



Name(s) _____

Class _____

Date _____

Directions

You will create one strong and one weak password for an important historical figure. Both passwords should indicate something that is special or unique about that person. Use the “Do” tips from the **Password Tips Student Handout** to create the strong password, and use the “Don’t” tips from the same handout to create the weak password.

Example for Abraham Lincoln:

Strong: 4score7yrs (“Four Score and Seven Years Ago ...”)

Weak: HonestAbe

YOUR HISTORICAL FIGURE: _____

FACTS OR INFORMATION YOU LEARNED ABOUT YOUR HISTORICAL FIGURE: _____

STRONG PASSWORD: _____

WEAK PASSWORD: _____

Directions

Place check marks in all of the boxes that describe your answers to the questions below.

1. How did you come up with your strong password? What strategies did you use?

- I chose something that was connected with my person, but not too obvious.
- I replaced certain letters with numbers and symbols.
- I abbreviated words.
- Other: _____



2. What makes your weak password less secure than the strong one?

- I didn't use any numbers.
- I used whole words that were commonly associated with my person.
- I used the person's name or an obvious nickname.
- Other: _____

3. How could the weak password be more secure without changing it a lot?

- Abbreviate words.
- Replace letters with numbers/symbols.
- Spell out words in number form (A-1, B-2, C-3, D-4 ...).
- Other: _____



Name(s)**Class****Date**

Directions

Read the tips below on how to make and use strong passwords. Then read stories about Jessie and Krystal and answer questions about their passwords. Use the tips to make new passwords for Jesse and Krystal.

DO'S

- **DO** share your password only with your parents.
- **DO** create passwords with at least eight characters.
- **DO** use combinations of letters, numbers, and symbols, which are harder to crack than just words.
- **DO** change your password regularly – at least every six months.

DON'T'S

- **DON'T** give a password to anyone else – not even your friends.
- **DON'T** use passwords that are easy for people you know to guess, like your nickname or your pet's name.
- **DON'T** use any private identity information in your password.
- **DON'T** use a word in the dictionary as a password.

Use Common Sense!

Know what the kinds of private identity information not to include in your password:

- Full (first and last) name
- Email address
- Passwords
- Credit card numbers
- Mother's maiden name
- Postal address
- Phone numbers
- Calling card numbers
- Social Security number



Smart Passwords?

Directions

Read the following stories and answer the questions.

Jesse lives in Lawrence, Kansas – the home of the University of Kansas. He has a pet rat named “Phil” and is a big fan of the Kansas Jayhawks men’s basketball team. Jesse chose “jayhawks” as his password. Did he make a safe choice? Why or why not?

Krystal lives in Miami, Florida. Her birthday is August 4, and she swims on a team. Her password is “krswim84.” How did Krystal choose her password? Was it a safe choice? Why or why not?

You Try It!

Directions

Using the tips above, make new passwords for Jesse and Krystal. Explain how Jesse and Krystal can remember their passwords.

Jesse _____

Krystal _____

SEVENTH GRADE

Lesson Plans

Trillion Dollar Footprint

Cyberbullying: Crossing the Line



Trillion Dollar Footprint

Essential Question: What is a digital footprint, and what does yours convey?

Learning Overview and Objectives

Overview: Students learn that they have a digital footprint and that the information that makes up this digital footprint can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent. Students then learn that they can take some control over their digital footprint based on what they post online.

Students watch the video *The Digital Footprint* to learn how information online can easily get out of one’s control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called “Trillion Dollar Footprint” and decide which would make a more **honest** host who **works well with others**. A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.

objectives

Students will:

- Learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent
- Recognize that people’s online information can be helpful or harmful to their reputation and image
- Consider their own digital footprints and what they want those footprints to be like in the future

Materials and Preparation

Estimated time: 45 minutes

Materials

- **Video – *The Digital Footprint***
- **Choose a Host Student Handout**
- **My Digital Footprint Student Handout**

Preparation

- Download the video, *The Digital Footprint*, preview video, and be prepared to play the video for the class
- Copy the **Choose a Host Student Handout**, one for every four students
- Copy the **My Digital Footprint Student Handout**, one for every student

Parent Resources

- Send parents the **Protecting and Respecting Privacy Online Parent Tip Sheet**



Trillion Dollar Footprint

Key Vocabulary

- **Digital Footprint:** All of the information online about a person either posted by that person or others, intentionally or unintentionally
- **Online Search:** Inputting key words into an online search engine that sifts through them and then shows related listings
- **Persistent:** Lasting a long time, if not forever, such as information that one posts online that does not go away because it is passed on and spread
- **Imagery:** Drawings or illustrations, often symbolic

teaching plans

Introduce

ASK *How many of you have ...*

- *Created a profile on an Internet site?*
- *Filled out a form online?*
- *Chatted on AIM or GChat?*
- *Sent an email?*
- *Typed your name into Google? Were there any results about you?* (Allow students to provide examples of what they found.)

EXPLAIN that filling out a form, sending an email to a friend, posting a photo, and pretty much everything one does online – even the simple act of visiting a website or using a search engine – leaves a trail. This trail, called a digital footprint, is made of bits and pieces of information on one’s computer and on other computers and servers around the world, which allow other people to learn about you.

Teach 1: Play Video

REVIEW the Key Vocabulary terms with students.

SHOW students the video, *The Digital Footprint*. Before starting the video, remind students to carefully observe the imagery in the video and to think about what the images might convey about privacy. Offer students an example of “imagery” – the “Trash Bin” icon on their computer that serves as a “garbage can” for their files.

After the video is over, briefly review the meaning of the following imagery in the video as it relates to privacy.

- **Fingerprint:** Everyone leaves a different mark or unique identifier online that can be traced.
- **Football stadium:** Football games are huge, public events. The Internet is similar.
- **Lighthouse:** The light shines on boats or people that are in the dark. People can find out a lot about others through search engines.
- **Copies and whispering in ear:** Information on the Internet can be forwarded to many others, sometimes after having been altered first.



Trillion Dollar Footprint

- **Permanent marker:** Once information is online, it is very difficult to take it down because others can copy and distribute it.

REVIEW with students the concept that all of the information about someone online makes up his or her digital footprint, and that this information can be searched; copied and passed on; seen by a large, invisible audience, and can become persistent.

Teach 2: Pick a Host

ARRANGE students into groups of four and give each group one copy of the **Choose a Host Student Handout**.

EXPLAIN to students that “Trillion Dollar Footprint” is a popular TV show that tours the country looking for teens to compete in a talent show. Tell them you are hiring them to be producers for the show. Explain that their job is to:

- Look over online information of two fictional host applicants, Linda and Jason.
- Decide which applicant should be the host of the show based on who **works better with others** and is more **honest**.
- Role-play TV producers, giving a convincing pitch to the class about which candidate they chose and why.

(See the **Choose a Host Student Handout** for detailed instructions.)

Students work together for 10 to 15 minutes to:

- **READ** the **Choose a Host Student Handout** directions
- **REVIEW** the profiles for Linda and Jason
- **FILL OUT** the feedback form
- **DECIDE** on a candidate

Have groups pitch for the candidate that they selected, coming to the front of the class to promote their choice with evidence from the profiles that supports their pick.

ASK

- *Do you think the show’s host should be Linda or Jason? Why?*
- *Do you think the candidate will be honest?*
- *Do you think the candidate will work well with others?*

When all groups have made their pitch, explain to students that neither Jason nor Linda got the host position because the executive producer had too many concerns about both regarding their ability to **work well with others** and be **honest**. They are going to keep looking for other candidates.

ENCOURAGE students to examine what assumptions they made about each candidate.

ASK

- *Did you assume that Linda was dishonest because someone commented that the recipe she supposedly created was not her own? (We don’t know who commented and if their statement is true.)*
- *Did you assume Jason was a jerk because he said he was single on his profile but said that he was married in his personal statement? (Maybe he forgot to change his status.)*
- *Did you assume either Linda or Jason would not work well with others based on aspects of what they wrote in their personal statements?*



Trillion Dollar Footprint

REFLECT on the importance of examining our assumptions when viewing information online. Also encourage students to think about how a digital footprint can be somewhat out of your control if others post information about you that is untrue or damaging. Then point out how it can be somewhat in your control because you can make decisions about what to post about yourself or what to send to others.

Wrap Up and Assess

You can use these questions to assess your students' understanding of the lesson objectives.

ASK

- *Who helped to shape Linda's and Jason's digital footprints?* (They did, people who commented, news sources.)
- *Can you tell what a person is really like offline based on what you find online?* (To some degree. It depends on the size of their digital footprint and how accurate the information is.)
- *What are some other types of information that make up your "digital footprint"?* (Photos of you online, listings of you on sports team.)

REVIEW with students that the decision of the executive producers not to select Linda or Jason based solely on information found online might seem unfair, but that these types of judgments can be a reality. Tell students that others might make judgments about them based only on what is contained in their digital footprints. Encourage students to take an active role in shaping their digital footprints to the extent they are able. However, remind students that information is not always under their control.



Extension Activity

Students design paper footprints that contain the kind of information they would want to appear in their digital footprint 10 years from now. Have students fill out the **My Digital Footprint Student Handout**. The information they put in the Handout could consist of stories about their success in online newspapers, a popular sports blog that they write, or photos of them running for a high governmental position.



Homework

Students teach the Trillion Dollar Footprint lesson at home. Copy the **Choose a Candidate Student Handout** for all students. Students look through the profiles of Linda and Jason together with their family members. As a family, they choose a candidate to host "Trillion Dollar Footprint." Students should explain that the point of the lesson is to think about how information that is online about someone can impact how others view that person, but that it can be very problematic to make assumptions about others based solely on their digital footprint.



Alignment with Standards — National Educational Technology Standards for Students[®] 2007

(Source: International Society for Technology in Education, 2007):

1. Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions

2. Digital Citizenship

Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude towards using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship



Choose a Host

Name(s)

Class

Date

Directions

Today you're all producers for "Trillion Dollar Footprint", a popular TV show that tours the country looking for teens to compete in a nationwide talent show. You're looking for a new host for the show. Based on personal statements from several applicants, you have narrowed the candidates to two: Linda and Jason.

The executive producer has hired a private investigator to dig up whatever he or she can about the candidates online. The PI has created a profile of both of the final candidates with the most important online documents he could find. He has passed along these profiles to you. Based on these profiles, the executive producer wants you to choose which candidate should host the show. You should be very careful how you choose. Your candidate will be seen by millions of teens, so you should make sure that she or he, in particular: 1) works well with others, and 2) is honest.

- 1. Working in groups, look carefully through the profiles of both candidates.**
- 2. Highlight the information you think is most important, given that you are looking for someone who works well with others and is honest.**
- 3. Fill out the Feedback Form on the last page of the Student Handout and reach agreement as a group about who should be the host.**
- 4. Be prepared to present your selection to the rest of the class, along with specific supporting evidence!**



Choose a Host

Linda's Profile

Document #: 1 of 3

Description: Personal Statement by Linda about why she should host TDF, picture included

Search Notes: Received in mail by TV Inc. on April 27, 2010.

April 10, 2009

Hey there, My name's Linda, I'm 21, and I'm a big fan of "Trillion Dollar Footprint." I watch the show every week (I can't believe you kicked off Kevin, btw), and my friends have been telling me for years that I should try to host, because, you see, I'm the best! In addition to being the sweetest girl you'll ever meet, I'm a talented cook and passionate about cooking (you should check out my food blog). I think it's important for the TDF host to have a talent so they can keep the audience entertained. In short, I'm funny, I'm cute and down to earth (see picture), and I'm going to blow your socks off as the new TDF host. Can't wait to hear from ya! All the Best, Linda Berliner



All Photos:
<http://commons.wikimedia.org/wiki/>

p.s.— Check out my blog at <http://www.onlinediary.com/lindacooks/>

Document #: 2 of 3

Title: Linda's MyFace Profile

Description: Publicly available profile info. Screenshot taken May 17, 2010.

Search Notes: Found through a search on MyFace for "Linda Berliner" in the "New York, NY" network.
Linda does not allow non-friends from this network to access her profile.

The screenshot shows the MyFace website interface. At the top, there are links for "Settings", "Account", and "Logout". A search bar contains the text "Linda Berliner" and a "Search" button. Below the search bar, it says "Displaying 1 of 1 results for: Linda Berliner". The search result shows a profile for Linda Berliner with a photo of her with pink hair. To the right of the photo, it lists "Name: Linda Berliner" with a "Friend Request" button, and "Networks: New York, NY" with a "Send Message" button. On the left side of the page, there is a sidebar with "Search" and "Applications" sections. The "Applications" section includes links for "Photos", "Notes", "Scrabulous", "Groups", and "Events".



Choose a Host

Document #: 3 of 3

Title: Linda's Blog

Description: Two sample posts from Linda's blog, plus her "about me" page. Screenshots taken May 19, 2010.

Search Notes: Blog URL included in Personal Statement.

Last Night's Dinner

Posted April 3, 2009



Shrimp tacos with pinto beans, rice, cilantro, avocado and lime. Just toss fresh shrimp in lime juice, sprinkle with cumin, salt, and pepper, and grill for a minute or so on each side.

Tags: [shrimp](#), [avocado](#), [Mexican](#), [dinner](#), [recipes](#)

[No Comments] [leave a comment >>](#)

Anonymous says:

May 12, 2009

"I just posted this same recipe on my blog last week – click [here](#) to see. Cheater !

About Me

Hello World! My name's Linda and I'm 21 years old.

Over the years my friends have encouraged me to teach cooking classes for high school students and this blog is a place for me to put my go-to recipes for them. Enjoy!



Choose a Host

Jason's Profile

Document #: 1 of 3

Description: Personal Statement by Jason about why she should host TDF, picture included.

Search Notes: Received in mail by Reality Inc. on April 29, 2010.

April 25, 2010

Hi there TV people,

My name's Jason, I'm 23, born and raised in Boston, MA (Best! City! Ever!), and I was *made* to be host of Trillion Dollar Footprint. As host, I'd love to show off my voice and inspire kids with a talent of my own. When I'm not out on the town with my friends or with my wife, I'm singing with my band or at home hanging out with my cat, Furmonster. Beyond that, I spend a lot of time online watching MeTube videos and stalking people on MyFace (just kidding). So, in conclusion, pick me! I am clearly the best choice.

Sincerely,

Jason Kramer



Document #: 2 of 3

Title: Newspaper Article

Description: Article from 2005 that references Jason's involvement with a college wrestling scandal at Hamford College in Boston.

Search Notes: Archived on the Boston Daily Press website, found via Google search.

Boston Daily Press

Four Hamford College Wrestlers Dismissed from Team Over Steroid Use

Monday, March 13, 2005 | <http://www.bostondailypress.com> | [Local News](#)

BOSTON – Four members of the Hamford Bulldogs wrestling team have been suspended for the rest of the season and asked not to return the following year after an anonymous source disclosed information about steroid use, says Head Coach Kevin Casmin.

The four students involved, freshmen Jeremy Dunlevy and Isaac Smith, and sophomores Jason Kramer and Marc Camphor, have written an open letter to the coach, in which they apologize to the team for their "inexcusable actions, which have affected our teammates and our college." However, they go on to speak a "dire need for reform" about the vague rules regarding performance-enhancing drugs and dietary supplements.

– *David Hortelheimer*



Choose a Host

Document #: 3 of 3

Title: Jason's MyFace Profile

Description: Main page of Jason's MyFace Profile. Screenshot taken on May 15, 2010.

Search Notes: Found by searching for "Jason Kramer" using an account in the "Boston, MA" network.
Jason lets non-friends in this network access his profile, though not his pictures.

MyFace Settings Account Logout

Search

Applications

- Photos
- Notes
- Scrabulous
- Groups
- Events

Jason Kramer

Networks: Boston, MA
Sex: Male
Status: Single
Birthday: June 16, 1985
Age: 25
Hometown: Malibu, CA
Religion: Catholic

Information

Contact Info

Email: jasonkramer@_____.com
AIM: Jasonmmm
Website: http://www.flickr.com/photos/_____

Personal Info

Interests: cooking, reading, exploring Boston and its surroundings, grilled-cheese sandwiches

Favorite TV Shows: Too many to count

Favorite Books: The Big Sleep, DaVinci Code, Murder at Midnight, Death of an Expert Witness, anything Agatha Christie...

Work

Work Info

Employer: Schmidt Music School
Position: Janitor
Location: Boston, MA

Friends

Jason has 169 friends See All

Isaac Manners Kate Taylor

Groups

I could sing better than that guy on American idol · Hamford Bulldogs Rah! Rah! · I HATE YOU, NO SERIOUSLY · Wicked Good Bowlers ·

The Wall

Maggie Klumchuk (Boston, MA) wrote at 9:16 am on April 16, 2008

Justin, baby, our lead singer just bailed, and we need someone quick. I know you've given up singing, but want to help us out?



Choose a Host

Name(s)

Class

Date

Feedback Form

Selection Criteria: List the pieces of evidence from the profiles that demonstrate the candidate does or does not have each of these characteristics.

	Linda Berliner	Jason Kramer
Works well with others		
Is honest		

Final Choice: _____

Main Reason for Choice: _____

- 1.
- 2.
- 3.



My Digital Footprint

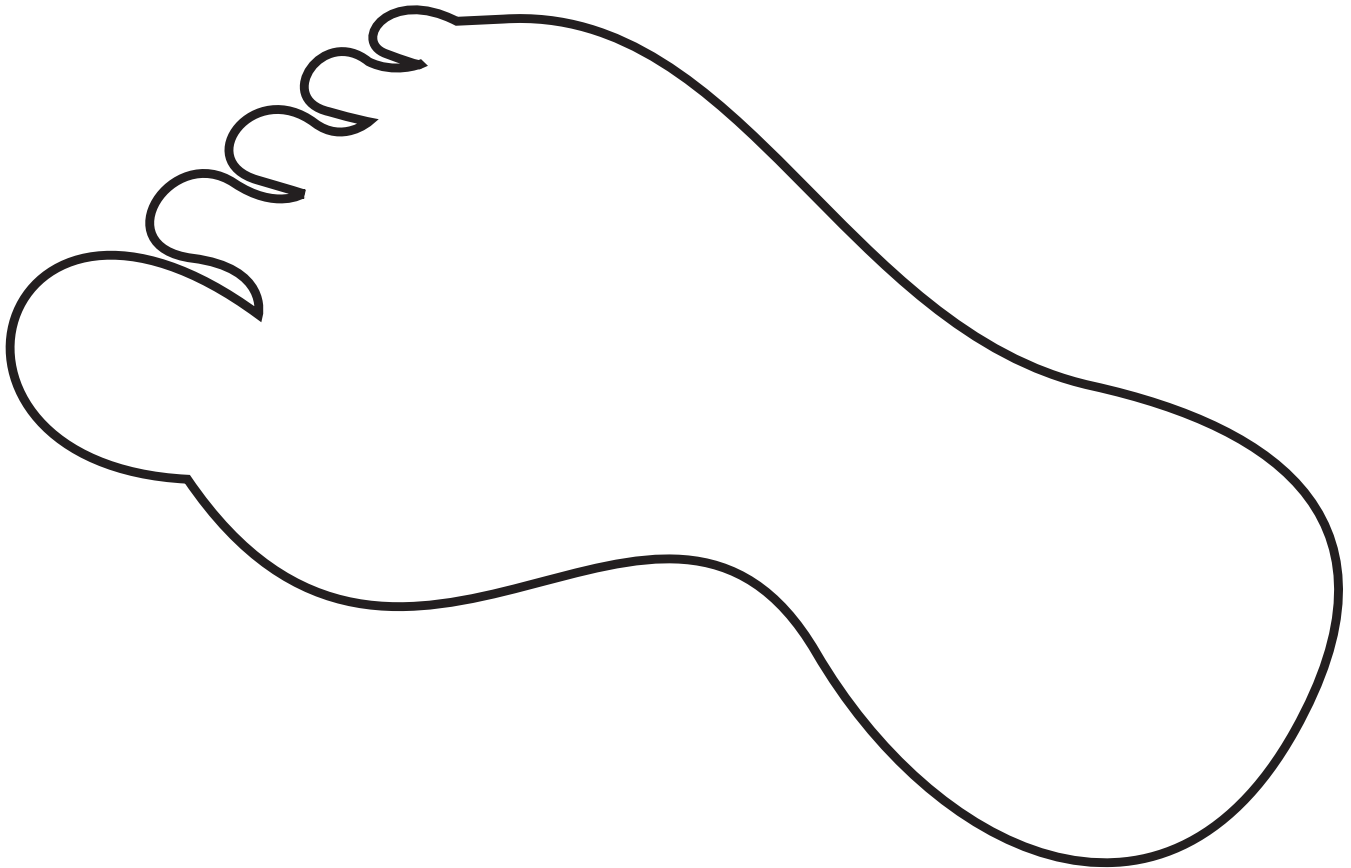
Name(s)

Class

Date

Directions

What kind of online information would you want linked to your name in 10 years? Design your own digital footprint! Fill in the footprint below with images, Web hits, and types of information that you would want to see linked to your name in 10 years. Examples: “a social networking profile on Facebook or MySpace; a YouTube video of me performing with my rock band; an online newspaper article about my work to help the homeless.” Be creative!



Use Common Sense!

You can have a great time online learning from and sharing with others, but:

- Think before you post, because many things you do online will add to your digital footprint
- Remember to review your privacy settings
- Perform a search on yourself every so often to see what your digital footprint looks like



Essential Question: When does inappropriate online behavior cross the line to cyberbullying, and what can you do about it?

Learning Overview and Objectives

Overview: Students learn to distinguish good-natured teasing from cyberbullying. Students learn about serious forms of cyberbullying, which include harassment, deception, “flaming,” and threats to safety.

Students watch the Connected Culture Student Video Vignette – Stacey’s Story, a documentary-style story of young people who have been involved in cyberbullying situations. Students then discuss the video and related case studies in the Cyberbullying: Crossing the Line Discussion Guide.

objectives

Students will:

- Analyze online bullying behaviors that “cross the line”
- Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing
- Adopt the point of view of teens who have been cyberbullied, and offer solutions

Materials and Preparation

Materials

- **Connected Culture Student Video Vignette – Stacey’s Story**
- **Cyberbullying: Crossing the Line Student Discussion Guide**
- **Cyberbullying: Crossing the Line Student Discussion Guide – Teacher Version**

Preparation

- Download the **Connected Culture Student Video Vignette – Stacey’s Story**, preview the video, and be prepared to play video for the class
- Copy the **Cyberbullying: Crossing the Line Student Discussion Guide** for all students
- Review the **Cyberbullying: Crossing the Line Student Discussion Guide – Teacher Version**

Parent Resources

- Send home the **Cyberbullying Parent Tip Sheet**
- Send home the **Connected Culture Parent Tip Sheet**
- Send home the **Connected Culture Parent/Teacher Intro Video**

Key Vocabulary

- **Harassing:** Bombarding someone with messages over digital media. Repeated contact when it is least expected
- **Deceiving:** Using fake names, posing as someone else, or creating a fake profile about someone else
- **Flaming:** Saying mean things, usually in ALL CAPS, and often in a public forum with the intention to humiliate
- **Hate Speech:** A verbal attack targeting someone because of their race, gender, religion, or sexual orientation



Cyberbullying: Crossing the Line

teaching plans

Introduce

ASK *What are some of the ways that you and your friends tease each other online for fun?*

Sample responses:

- *Send jokes back and forth*
- *Alter photos of one another, but in a goofy, not mean, way*

ASK *What are signs that online teasing has moved from being harmless to crossing the line? How might it feel?*

Sample responses:

- *Statements feel scary, not funny anymore.*
- *You feel helpless.*
- *You feel like your reputation might suffer.*
- *You are worried about your safety.*

SHARE with students that it is often hard to decide what to do in cyberbullying situations, but that there are some situations when students must report cyberbullying. Let them know that it is important to tell a trusted adult (someone who will listen and who they believe will have the skills, desire, and authority to help them) immediately if any of the following situations arise:

- *You are being bombarded by messages repeatedly.*
- *Many kids get involved, making you feel as if you cannot get away.*
- *Any physical threats are made.*
- *People engage in hate speech (a verbal attack targeting someone because of their race, gender, religion, or sexual orientation).*

EXPLAIN that you are going to watch videos of a teen who was part of a cyberbullying situation.

Teach 1: View Video

REVIEW Key Vocabulary with students. Ask students if they have heard these words before, and what they think the words mean. Then share the definitions with students and ask them to generate examples.

SHOW the *Connected Culture Student Video Vignette – Stacey’s Story*

EXPLAIN that the video contains a real cyberbullying story.

Teach 2: Discuss Vignettes

DIVIDE students into groups of four or five and hand out copies of the **Cyberbullying: Crossing the Line Student Discussion Guide** to each student. Review the Video Discussion Questions with students as a whole group. Refer to the **Cyberbullying: Crossing the Line Student Discussion Guide – Teacher Version** for guidance about leading the discussion.

If there is time, students should read Case Study 1, Attacked from All Sides, and/or Case Study 2, Election Sabotage.



Cyberbullying: Crossing the Line

Wrap Up and Assess

Use the following questions to assess if students understood the lesson objectives.

ASK *What are some of the different forms of cyberbullying?*

Sample responses:

- *Harassment, which feels virtually impossible to escape*
- *Deception, because it is dishonest to impersonate someone else, and it can damage their reputation*
- *Flaming, because of the extreme and cruel language*
- *Hate speech, which is discriminatory, and very damaging to someone's reputation*

REVIEW that cyberbullying can make you feel angry, frustrated, sad, or fearful, especially when you don't know who is sending the harassing messages. **EXPLAIN** that it can be hard to judge someone's intentions online. Let students know that no matter how a message is sent, words used with the intention of hurting someone are taken very seriously by schools, parents, and even the police. Let students know that they should tell trusted adults if they observe or are involved in cyberbullying, and that they must report it to the school, their parents, or other trusted adults when someone has threatened to hurt someone else.



Extension Activity

Students brainstorm about an anonymous reporting system. Tell them that most kids say they would report cyberbullying if they did not have to identify themselves. Ask students to brainstorm ways for students to anonymously report cyberbullying at school. Have them make an action plan for dealing with the problem and a proposal for convincing administrators, teachers, students, and parents to get involved.

Alignment with Standards – National Educational Technology Standards for Students® 2007

(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship

- advocate and practice safe, legal, and responsible use of information and technology
- exhibit leadership for digital citizenship

Common Sense Media is an independent, nonprofit resource that helps families and educators teach kids how to be safe and smart in today's 24/7 media world. Go to www.commonsensemedia.org for thousands of reviews and expert advice.



Video Discussion Questions

Stacey's Story

1. Why did the girls start to harass and threaten Stacey online in the first place?
 2. When do you think the girls' behavior "crossed the line"?
 3. Stacey says, "People talk really big, when there's, like, miles between you." What do you think she means by this statement?
 4. In what ways might the online context make the situation worse than if the bully had harassed Stacey offline?
 5. Stacey's mom says that Stacey should call the school and report the incidents. Stacey responds that it would "just make it worse." Do you think this is true? Why or why not?
-

Case Studies

Directions

Read the two case studies and answer the questions with your group. Be prepared to share your responses with the class.

case study 1

Attacked from All Sides

Eric gets a lot of pressure from his parents to do well in school. Other kids in school tease him because he works so hard but still gets poor test scores. He gets instant messages and text messages during the day and at night about his poor grades. The word "loser" is in most of them, and the language becomes stronger every day. Today he received a text from a number he did not recognize, with a photo of his body with a turkey's head. A thought bubble above the picture reads: "Why am I so STUPID? What a *!*&*** I am." Eric thinks Alexis, the most popular girl in the eighth grade, is behind the message.

1. What forms of cyberbullying did the students use on Eric? What is your evidence?
2. How do you think Eric feels? What elements of this situation make him feel this way?
3. Do you think Eric should tell his parents about the cyberbullying?
4. What qualities do you think a "trusted adult" should have? Who are these people in your life? In what ways can a trusted adult actually be effective?
5. If Alexis was the bully, what could school personnel, such as the principal, do or say to Alexis to make her realize that her behavior is wrong?
6. Have you ever been part of, or heard of, a situation similar to this? If so, share the story with the group without using names or details.



Cyberbullying: Crossing the Line



case study 2

Election Sabotage

Tanya is pretty popular. She is running for class president. The election is a week away, and Tanya is neck and neck with Sara. Sara's friends decide to sabotage Tanya. They create a fake social network page for Tanya. They use a photo of Tanya for her profile picture, and for her interests, they write: "partying, making fun of anything ASIAN, loving myself." Most of the students at the school are Asian, and rumors start to spread that Tanya is a racist. As election day nears, Sara's friends start to flame Tanya with texts that say things like "racist" almost every hour.

1. What forms of cyberbullying did Sara's friends use on Tanya? What is your evidence?
2. Do you think there is ever a good reason for impersonating someone else online or creating a profile about them?
3. Do you think Sara knew what her friends were doing? What is Sara's responsibility in this?
4. What do you think the consequences should be for Sara and her friends if the school finds out?
5. If you found out about what happened, would this be a reason not to vote for Sara?
6. Have you ever been part of, or heard of, a situation similar to this? If so, share the story with the group without using names or details.



Video Discussion Questions

Directions

The Video Discussion Questions are for the *Connected Culture Student Video Vignette – Stacey’s Story*. The vignette is a real cyberbullying story. The goal of the video questions is for students to apply critical thinking to the information they have learned about cyberbullying.

Stacey’s Story

1. Why did the girls start to harass and threaten Stacey online in the first place? (Guide students to recognize that the girls started to bully Stacey because of a misunderstanding. It seems that they thought she was trying to flirt with one of the girl’s boyfriends. It turns out the boy was actually Stacey’s cousin. Make it clear, though, that cyberbullying Stacey was not an appropriate response even if the guy had not been her cousin.)
2. *When do you think the girls’ behavior “crossed the line”?* (Pretty much right from the beginning. They called her names publicly on MySpace and said she was stupid. But the threats did get worse over time.)
3. *Stacey says, “People talk really big, when there’s, like, miles between you.” What do you think she means by this statement?* (Students might take Stacey’s statement literally. It is fine if they do, but guide them to think about the intent behind Stacey’s comment.)

Sample responses:

- *People say things that aren’t true online because they are not face to face with you.*
- *People are meaner online because you’re not there to react.*
- *People make bigger threats online because they feel invincible behind their computers.*

4. *In what ways might the online context make the situation worse than if the bully had harassed Stacey offline?* (Students might say that online bullying is either not as bad or the same as offline bullying. This is okay, because there is no right or wrong answer. The point is that there are differences between these two forms of bullying, and it is important to untangle some of the similarities and differences.)

Sample responses:

- *It’s more public. Many MySpace friends and users who don’t have anything to do with the incident can see the postings.*
- *The offenders may be bolder over the Internet, saying things they might not say in person.*
- *People may say things that are meaner online because it seems that actions are separated from consequences.*
- *Bullying is no worse online than offline because the impact on the victim is the same.*

5. *Stacey’s mom says that Stacey should call the school and report the incidents. Stacey responds that it would “just make it worse.” Do you think this is true? Why or why not?* (Guide students to think about the importance of finding an adult they trust, though inform students that some schools have clearer and more well-thought-out policies than others. Ideally, a trusted adult would listen closely to students’ concerns, take them seriously, investigate the problem, make it clear that there will be consequences for offenders, clearly define those consequences, and involve the parents.)



Sample responses:

- *There are people such as counselors, psychologists, and other school staff who might be trusted adults.*
- *Maybe Stacey is scared. Perhaps Stacey's mom can go with her to talk to adults at her school.*

Case Studies

Directions

Case Study 1: “Attacked from All Sides” is about students who harass someone for something about which he is already quite sensitive. In groups of four or five, have students read the case study, answer the questions, and report to the class what they discussed.

Case Study 2: “Election Sabotage” is about what happens when someone is impersonated and maligned online. In groups of four or five, have students read the case study, answer the questions, and report to the class what they discussed.

case study 1

Attacked from All Sides

Eric gets a lot of pressure from his parents to do well in school. Other kids in school tease him because he works so hard but still gets bad poor scores. He gets instant messages and text messages during the day and at night about his poor grades. The word “loser” is in most of them, and the language becomes stronger every day. Today he received a text from a number he did not recognize, with a photo of his body with a turkey's head. A thought bubble above the picture reads: “Why am I so STUPID? What a *!*#&** I am.” Eric thinks Alexis, the most popular girl in the eighth grade, is behind the message.

1. *What forms of cyberbullying did the students use on Eric? What is your evidence?*

Sample responses:

- *Harassment, because of the constant texts*
- *Flaming, because of the mean messages*

2. *How do you think Eric feels? What elements of this situation make him feel this way?*

Sample responses:

- *Eric probably feels trapped, like he can't get away from the students' cruelty*
- *The texts might make him feel stupid, especially because his parents have placed so much emphasis on his school performance*
- *Eric might feel as if he has no choices, because Alexis is so popular. If he gets her in trouble, people might give him the cold shoulder for good.*

3. *Do you think Eric should tell his parents about the cyberbullying?* (Guide students to think about how important it is that students find adults they trust to tell them about harmful communication and cyberbullying. In this case, Eric's parents may not be the best people for him to tell because they are so focused on Eric's



academic success. It is also important to recognize that there are certain situations when kids do not want to tell their parents or teachers, and instead want to work it out themselves or just ignore it.)

Sample responses:

- *Maybe Eric should find another trusted adult because his parents seem more focused on academics. The right adult might be a teacher that Eric thinks will listen to and help him.*
- *Yes. Eric's parents will probably care, even though they seem more focused on his academic achievement. They probably have no idea what's happening to Eric at school.*

4. *What qualities do you think a "trusted adult" should have? Who are these people in your life? In what ways can a trusted adult actually be effective?* (Guide students to identify people who listen to them, who understand enough about technology to know why cyberbullying is so damaging, and who would be able to impose consequences [e.g., mediation or punishment] on the cyberbullies or be an advocate.)
5. *If Alexis was the bully, what could school personnel, such as the principal, do or say to Alexis to make her realize that her behavior is wrong?* (Guide students to think of responses that focus on educating Alexis about the harm of cyberbullying. Educating Alexis could involve the principal showing her various news stories about the problems that cyberbullying causes or having Alexis talk to her classmates about the dangers of cyberbullying. Either way, it is important that the principal make sure that Eric feels safe from retribution or future harm.)
6. *Have you ever been part of, or heard of, a situation similar to this? If so, share the story with the group without using names or details.* (Stress that cyberbullying is very common, and that most people have some story of cyberbullying to tell.)

case study 2

Election Sabotage

Tanya is pretty popular. She is running for class president. The election is a week away, and Tanya is neck and neck with Sara. Sara's friends decide to sabotage Tanya. They create a fake social network page for Tanya. They use a photo of Tanya for her profile picture, and for her interests, they write: "partying, making fun of anything ASIAN, loving myself." Most of the students at the school are Asian, and rumors start to spread that Tanya is a racist. As election day nears, Sara's friends start to flame Tanya with texts that say things like "racist" almost every hour.

1. *What forms of cyberbullying did Sara's friends use on Tanya? What is your evidence?*

Sample responses:

- *Deception, by impersonating her on her profile*
- *Flaming, because of the mean messages*
- *Hate speech, because of the untrue comments about Tanya making fun of anything Asian*

2. *Do you think there is ever a good reason for impersonating someone else online or creating a profile about them?* (Guide students to the conclusion that nothing good can come of impersonating someone else online, even as a joke, because things can get out of hand pretty quickly if information is seen by others and spreads.)



3. *Do you think Sara knew what her friends were doing? What is Sara's responsibility in this?* (Guide students to speculate about different scenarios, such as Sara knowing about it and not doing anything to stop it, versus Sara not knowing about it.)

Sample responses:

- *I think Sara probably knew, because the friends were close enough to her to sabotage Tanya.*
- *Sara should have told them to stop, or tried to take down the fake profile.*

4. *What do you think the consequences should be for Sara and her friends if the school finds out?* (Guide students to think about how the consequences for Sara will likely depend on how much she knew or participated in “the creation of the fake profile. Have students consider the end results that will raise awareness about the issue of cyberbullying for Sara, her friends, and the school community.)

Sample responses:

- *Sara should have to drop out of the race if she knew about the cyberbullying.*
- *The friends should issue a public apology to Tanya and clear her name.*
- *Sara's friends should be punished (suspended, etc.).*
- *The administration might present an educational assembly on hate speech and why it is so dangerous.*

5. *If you found out about what happened, would this be a reason not to vote for Sara?* (Guide students to think about how the answer depends on how much involvement Sara had with the cyberbullying. If Sara knew about it and did nothing to stop it, how can she be trusted do the right thing when in office? If she didn't know, why should she be punished for something her friends did?)

6. *Have you ever been part of, or heard of, a situation similar to this? If so, share the story with the group without using names or details.* (Stress that cyberbullying is very common, and that most people have some story of cyberbullying to tell.)

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EIGHTH GRADE

Lesson Plans

Which Me Should I Be?

Cyberbullying: Be Upstanding



Essential Question: What are the benefits and risks of presenting yourself in different ways online?

Learning Overview and Objectives

Overview: Students learn that presenting themselves in different ways online carries both benefits and risks. Students first consider what it means to adopt a different identity online. Next, they watch the Self-Expression and Identity Student Video Vignette (Henry's Story) and discuss their responses to the different ways Henry presents himself to others on the Internet. Students complete the Take a Stand Student Handout, where they explore the ethics of exaggerating, deceiving, or adopting a different identity online. They complete the lesson by reflecting on the choices they make when they present themselves in different ways online, and the benefits and risks involved in doing so.

objectives

Students will:

- Reflect on the benefits and risks of presenting their identities in different ways online
- Evaluate – from an ethical point of view – the feelings, motivations, contexts, and possible outcomes associated with adopting different roles online
- Judge whether certain ways people present themselves online are harmless or harmful

Materials and Preparation

Materials

- **Self-Expression and Identity Student Video Vignette (Henry's Story)**
- **Take a Stand Student Handout**
- **Take a Stand Student Handout – Teacher Version**
- Masking tape
- Paper and markers

Preparation

- Download the **Self-Expression and Identity Student Video Vignette (Henry's Story)**
- Preview the video and be prepared to show it to the class
- Copy the **Take a Stand Student Handout**, one for each student
- Review the **Take a Stand Student Handout – Teacher Version** and be prepared to arrange the classroom to accommodate the activity by clearing space in the room and drawing the HARMLESS/HARMFUL line, with tape, down the center of the room

Parent Resources

- Send home the **Self-Expression and Identity Parent Tip Sheet**
- Send home the **Self-Expression and Identity Parent/Teacher Intro Video**



Key Vocabulary

- **Exaggerate:** To say something is more or greater than it actually is
- **Deceive:** To mislead or falsely persuade others
- **Motivate:** To have a reason or purpose to do something
- **Consequences:** Results; something that happens as an effect of a certain cause
- **Anonymous:** Having an unknown identity

teaching plans

Introduce

REVISIT the definition of **identity** from **Lesson 1: Your Online Self**. Remind students that the parts of their **identities** that they express online may be different from the ones they express offline. They may present themselves to others differently on the Internet than they would face to face.

REVIEW the Key Vocabulary words **exaggerate** and **deceive**.

ASK *Have you ever heard of people who exaggerated something about themselves online? Or people who deceive others by pretending to be someone else while they were on the Internet? Why do you think they did this?*

Sample responses:

- *I heard of a girl who exaggerated how many celebrities she had met, so that other people would be impressed*
- *One kid exaggerated his experience to get a job on the school paper*
- *Someone might pretend to be someone else to be mean or play a trick*
- *I know someone who has several different avatars in an online virtual game*

DISCUSS with students where these events took place (which website or online community). Solicit their initial thoughts on whether it is a good idea to do the kinds of things they described, and why.

Teach 1: Henry Online

REVIEW the Key Vocabulary words **motivate**, **consequences**, and **anonymous** with students. Explain that the last term will play an important part in the activity they will do following the movie.

REMIND the class that it's perfectly normal to try out different identities online. However, they have to think about what **motivates** them to do so, and the possible **consequences**. Tell them:

- *Sometimes you might express different parts of your personality online because you want to be accepted by friends or people in an online community. Or you might do it to experiment and see how others react.*
- *Other times, you might cross over into lying to or deceiving others by pretending you are someone you're not.*
- *It is important that you take responsibility for who you are and what you want to be online, and also consider how this might affect people you interact with online.*



EXPLAIN to the class you will now show them a video about Henry, a real boy who enjoys participating in an online world where he doesn't (fully) reveal his identity.

SHOW the *Self-Expression and Identity Student Video Vignette (Henry's Story)* to the class.

ASK *What do you think motivates Henry to hide how old he is?* (Guide students to provide examples from the video. Henry wanted to feel respected, as people thought he was older than he really is. He was trying to fit in to a community based on his knowledge and interests rather than his age.)

ASK *What were the consequences of Henry hiding his age?* (In this case, Henry's deception did not seem to harm himself or anyone else.)

ENCOURAGE students to keep the story of Henry in mind as you move on to the next activity.

Teach 2: Take a Stand

DIVIDE students into groups of four or five and **DISTRIBUTE** copies of the **Take a Stand Student Handout**, one to each student.

GUIDE students to complete the activity, referring to the **Take a Stand Student Handout – Teacher Version** for detailed instructions.

REVIEW the ethical questions involved in trying different identities online. Remind students that doing this can have both benefits and risks. These depend in large part on what motivates people to present themselves differently, as well as the online settings and situations. All these can affect the **consequences** of their actions. Students need to be especially careful about **exaggerating** or **deceiving** others online, because this can often have harmful consequences.

Wrap Up and Assess

REFLECT on the lesson by asking students to summarize the benefits and risks of presenting their identities in different ways online. Write two headings on the board: **BENEFITS** and **RISKS**. Have students add what they've learned to the list, encouraging them to use the Key Vocabulary words. You can use this list and student discussion as an assessment tool.

REMIND students to think about the following points.

- The Internet allows you the freedom to try out different identities online.
- When you present who you are differently online, be sure you are not harming yourself or those with whom you interact.
- Being anonymous or deceiving people online because you want to hurt someone is harmful and inappropriate behavior.
- You decide how to present yourself online. Only you can take responsibility for who you are and who you want to be online!

**Extension Activity**

Extend the **Take a Stand** portion of the lesson by having student groups write their own case studies involving situations in which people adopted a different identity online. Have students read aloud their scenarios to the class, and then have volunteers from the class take a stand on the HARMFUL/HARMLESS line. Ask students to explain their positions and discuss how they feel about the benefits and risks the situations pose.

**Homework**

To further explore what it feels like to try out a different role online, have students work with a friend or family member to make avatars for celebrities, and give them screen names. Students and their parents can create free online avatars by visiting meez.com or doppelme.com, or they can draw them by hand offline. Highlight the following questions for students and family members to consider about their famous person's avatar:

- *Why did you choose certain elements of identity for your celebrity's avatar?*
- *What does the avatar say about the celebrity or famous person?*
- *How would the avatar change depending on what online community they are interacting with (e.g., what website are they on, and how do people interact there?)*
- *How might the avatar be different if the celebrity or famous person made it?*

Alignment with Standards – National Educational Technology Standards for Students® 2007

(Source: International Society for Technology in Education, 2007)

1. Creativity and Innovation

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression

4. Critical Thinking, Problem Solving, and Decision Making

- identify and define authentic problems and significant questions for investigation
- collect and analyze data to identify solutions and/or make informed decisions
- use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

- advocate and practice safe, legal, and responsible use of information and technology

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Name(s)

Class

Date

Directions

Take a stand!

Look at the line in the room that says HARMLESS on one end and HARMFUL on the other.

Take turns reading the case studies below. These case studies describe situations in which people present themselves in different ways online. If you think what somebody did was *really* harmful, stand at the harmful end. If you think it's *totally* harmless, stand at the harmless end. If you think it's a little bit of both or somewhere in between, stand in the middle.

HARMLESS - - - - - HARMFUL

Before you take your stand on the line, ask yourself:

- What **motivates** this person to present himself or herself differently online?
- What are the **consequences** of the person's actions? How do you think it might end up affecting the person? How might it affect other people?
- Do you think it is okay to present a different identity in this situation? Why or why not?

Case Studies

1. Mikayla isn't old enough to have a public profile on MyFace. Her parents also don't allow her to have one yet. But all of her friends are on MyFace. So she creates a fake profile with the name Kayla. She puts all kinds of information about herself there, like photos, videos, and all the things she would want to share about herself. She tells her friends about her fake profile so they can become her friends online. She keeps it a secret from her family.
2. Brian likes to chat on a sports fan site that has IM (instant messaging). People only know him by his screen name, so no one knows his true identity. Brian likes to start debates in chat rooms by responding to people's posts about the best teams, players, and stats. He sometimes says things he wouldn't say offline. A couple of times he has said bad words and called people stupid.
3. Arianna visits a website that makes fun of a student at her school. She logs in under a fake name and leaves mean comments without anyone knowing who she is.
4. Jolie, who is 12, creates a fake social networking profile with a different name that says she's 18. She uses a photo where she's dressed up and wearing sunglasses, so it's hard to tell how old she is. She starts a relationship with an older guy she meets online. He's really fallen for her and wants to meet her in person.
5. Alejandro wants good reviews and comments on his YouTube videos, so he creates several user names. He uses them to leave good comments about his own videos.



6. Rob doesn't normally get good grades. But on a website for people looking for summer jobs where he has a profile, Rob says that he gets straight A's. He thinks this might help his chances of getting a job.
7. Becky thought it was funny to join the "I hate redheads" group on her profile page. She just thought it was a silly group to join, even though she doesn't really hate people with red hair. The next day, her friend Maureen (who has red hair) avoided her at school.
8. In real life Phil is a quiet, shy guy. But when he's texting he feels more outgoing than he does in person, and sometimes he says things he normally wouldn't say. A girl who has the same math teacher as Phil texts him asking for the answers to the math quiz: "hey cutie phil ... giv me quiz answers PLZ!!" Phil likes the girl and wants to be her friend, but he would never share answers in person, and he knows he could get in trouble. He decides to text her the answers anyway.
9. Emma likes to play GoEscape, a virtual game world where players use avatars to play. She pretends to be a boy and uses a male avatar because she thinks she'll be more accepted by the other players. She interacts with others in the game through her avatar, and has made a couple of really close friends through the game.
10. Caroline likes Ethan, a guy in class. She knows where he hangs out online. She pretends to be a boy named Mike from another city who has the same interests as Ethan, so she can join his online community. She becomes his friend as "Mike" to get to know more about Ethan.

Use Common Sense!

When you decide to change some or all of your identity online, how do you know whether it is harmless or harmful? Pay attention to how you feel, and think about how someone else might feel if they knew.

Ask yourself these questions:

- Do I feel good about doing this? Or do I feel as though I'm doing something wrong?
- Am I harming others? Am I harming myself?
- Am I still true to who I am on the inside?
- Would I do this or say this in person, with people I know?



Name(s)**Class****Date**

Directions

In this activity, students consider the different ways people present themselves online, and make judgments about the ethical implications of their actions. Students read brief case studies in which someone exaggerates something about himself or herself, hides part of his or her identity, or adopts a completely different identity online. The goal of this activity is for students to consider the benefits and risks of using exaggeration or deception online, and to judge whether a given situation is harmful or harmless.

To prepare for the activity, clear the desks out of the way to create an open space in the classroom. Place a long line of tape across the room with a sheet taped to the floor that says **HARMLESS** at one end and **HARMFUL** at the other. (If you do not have the space to have students stand on a line, you can draw a line on the board and have student volunteers draw a point along the line that represents their position.)

DISRIBUTE the **Take a Stand Student Handout**.

DIVIDE students into groups of four or five. Small groups will allow students to discuss these ethical issues with their peers.

EXPLAIN to students that they will use the HARMLESS/HARMFUL line to show responses to various situations in which someone presents themselves differently online. Tell students that they will be reading case studies – brief descriptions – about things that kids did on the Internet. They will decide how harmful or harmless the kid’s actions were, and then take a stand on the line.

REMIND students to think of the example of Henry from the video vignette. Do they believe that the example of Henry, where he is assumed by others to be an adult, is harmless or harmful? Where would they stand on the line in that scenario? Invite a few volunteers to express their views by standing on the line.

REVIEW the criteria students will use to make their judgments by having them read aloud the three bulleted questions that appear near the beginning of the student handout. Review the vocabulary words **exaggerate**, **deceive**, **motivate**, and **consequences**. Encourage students to use these words when explaining their responses to the questions.

- *What **motivates** this person to present himself or herself differently online?* (Guide students to consider the motivation of the person who is adopting a different identity online. Are they doing it to protect themselves? To have fun? To deceive someone else?)
- *What are the **consequences** of the person’s actions? How do you think it might end up affecting the person? How might it affect other people?* (Encourage students to reflect on the scenario from



the point of view of the person who changed his or her identity, and from the point of view of others who interact with the person online. How would different people feel, and how would they be affected?)

- *Do you think it's okay to present a different identity in this situation? Why or why not? (Ask students to think about whether it is harmful or harmless, based on the information provided.)*

Give groups 10 to 15 minutes to read their case studies and discuss them. Let students know that though the goal is to reach a consensus, all members of a group may not agree. Once they have had time to discuss the case studies, read each scenario aloud and have a volunteer from each group come forward and stand on a spot along the HARMLESS/HARMFUL line. If members of a group strongly disagree, allow multiple members of a group to come forward and stand on different places on the line. Have each group explain its choice, and invite classmates to respond.

Though students will have their own thoughts and reasoning about each situation, you can use the following ideas to guide class discussion:

1. *Mikayla isn't old enough to have a public profile on MyFace. Her parents also don't allow her to have one yet. But all of her friends are on MyFace. So she creates a fake profile with the name Kayla. She puts all kinds of information about herself there, like photos, videos, and all the things she would want to share about herself. She tells her friends about her fake profile so they can become her friends online. She keeps it a secret from her family.*

(Guide students to consider the motivation of Mikayla, and question her secrecy from her family. According to Facebook, you must be 13 years old to sign up, and for MySpace you must be 14 years old. By lying about her age, Mikayla deceives others online. By hiding her actions from her family, she deceives them as well. She harms herself, and she harms her family members by lying to them.)

2. *Brian likes to chat on a sports fan site that has IM (instant messaging). People only know him by his screen name, so no one knows his true identity. Brian likes to start debates in chat rooms by responding to people's posts about the best teams, players, and stats. He sometimes says things he wouldn't say offline. A couple of times he uses bad words and calls people stupid.*

(Guide students to think about why Brian may feel freer to start debates online, where he is anonymous. Would Brian do the same thing with people if they were face to face? Why might Brian want to start debates? How is his behavior affecting others on the site? Would you feel the same way about the situation if Brian started debates but didn't insult other people or use bad language? Students may be at different ends of the HARMLESS/HARMFUL line for this situation, though they should have some sense that healthy debate is fine, but anonymity and hurtful behavior can be harmful.)

3. *Arianna visits a website that makes fun of a student at her school. She logs in under a fake name and leaves mean comments without anyone knowing who she is.*

(Guide students to consider Arianna's motivation. She leaves mean comments because she is anonymous. Arianna is clearly harming others, particularly the student victim of bullying, and promoting a climate of mean-spiritedness.)



4. *Jolie, who is 12, creates a fake social networking profile with a different name that says she's 18. She uses a photo where she's dressed up and wearing sunglasses, so it's hard to tell how old she is. She starts a relationship with an older guy she meets online. He's really fallen for her and wants to meet her in person.*

(Guide students to think about Jolie's motivation to create a fake profile and the effects of deceiving the others she meets on the Internet. Jolie may have created the profile and interacted with the older guy online just for fun, or to see what would happen. But this situation is also dangerous. Jolie is very young and communicating romantically with an older man she does not know in real life. This puts Jolie at risk, which could cause her harm.)

5. *Alejandro wants good reviews and comments on his YouTube videos, so he creates several user names. He uses them to leave good comments about his own videos.*

(Guide students to consider whether anyone is being harmed here, and how seriously. Alejandro adopting different user names seems pretty harmless, as long as he is not using them to post mean-spirited comments on other people's videos. However, he is deceiving other viewers into thinking that a lot of people love his videos.)

6. *Rob doesn't normally get good grades. But on a website for people looking for summer jobs where he has a profile, Rob says that he gets straight A's. He thinks this might help his chances of getting a job.*

(Guide students to consider the possible consequences of Rob's deception down the road. For instance, an employer might ask Rob for information about grades, want to talk to him about his classes, or expect certain skills associated with high grades. They might also talk to his teachers. Lying about grades to better his chances for a job is unethical, and can be considered harmful to Rob and to the person who might hire him.)

7. *Becky thought it was funny to join the "I hate redheads" group on her profile page. She just thought it was a silly group to join, even though she doesn't really hate people with red hair. The next day her friend Maureen (who has red hair) avoided her at school.*

(Guide students to consider how the choice Becky made in presenting herself online affected others, especially her friend Maureen. In this case, Becky didn't think twice about joining the hate group, and she did not consider how her friends might feel about the message she sent by joining the group. Spreading hate of any kind is harmful to others, and now Becky is part of it. She may also lose Maureen as a friend, so her actions have been harmful to Becky too.)

8. *In real life Phil is a quiet, shy guy. But when he's texting he feels more outgoing than in person, and sometimes he says things he normally wouldn't say. A girl who has the same math teacher as Phil texts him asking for the answers to the math quiz: "hey cutie phil ... giv me quiz answers PLZ!!" Phil likes the girl and wants to be her friend, but he would never share answers in person, and he knows he could get in trouble. He decides to text her the answers anyway.*

(Help students think about why Phil might feel compelled to share the quiz answers via text. Perhaps Phil was trying to fit in with a new group of friends and impress the girl in class. And because Phil is shy, he might feel it's easier to be outgoing through texting. Phil might be excited that this girl contacted him. However, Phil is now doing something that he is uncomfortable about and is risky and unethical.)



9. *Emma likes to play EscapeGo, a virtual game world where players use avatars to play. She pretends to be a boy and uses a male avatar because she thinks she'll be more accepted by the other players. She interacts with others in the game through her avatar, and she has made a couple of really close friends through the game.*

(Guide students to consider that in virtual game worlds it is common to interact through avatars, as the point of the game is to play a character. Emma is motivated to fit in by adopting the persona of a boy. She is deceiving the other players, but perhaps not in a way that seriously harms them. In this case, students might be split on whether it is harmless or harmful to pretend to be someone else through an avatar in an online game, particularly when it involves friendships.)

10. *Caroline likes Ethan, a guy in class. She knows where he hangs out online. She pretends to be a boy named Mike from another city who has the same interests as Ethan, so she can join his online community. She becomes his friend as "Mike" to get to know more about Ethan.*

(Guide students to consider the effects of Caroline's deception. She is motivated to get to know Ethan, but rather than doing so in an honest way she pretends to be a fake person and develop a relationship with him. This seems unethical and harmful to Ethan because, from his end, it seems like "Mike" is a real person and a real friend. Caroline's behavior also harms her ability to become real-life friends with Ethan.)

After the activity, encourage students to discuss the following questions:

- *What kinds of information helped you decide if something was harmless or harmful?* (Students might consider what the person's motivation was for adopting a different identity, the context and situation, the site the person is using, and the people with whom the person is communicating.)
- *What did you think about before choosing where to stand on the HARMLESS/HARMFUL line?* (Students should think about all the possible ways the person's actions could affect himself or herself, and all the ways it could affect others.)
- *How will you decide if adopting a different identity online is okay?* (Ask students to provide concrete examples of how they might think and act differently before presenting themselves in different ways online. Are there certain situations where this is okay, or not okay?)

ENCOURAGE students to think about the questions in the "Use Common Sense!" box for guidance whenever they consider adopting a different online identity.

- *Do I feel good about doing this? Or do I feel as though I'm doing something wrong?*
- *Am I harming others? Am I harming myself?*
- *Am I still true to who I am on the inside?*
- *Would I do this or say this in person, with people I know?*



Essential Question: How do you judge the intentions and impact of people's words and actions online?

Learning Overview and Objectives

Overview: Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations.

Students reflect on what it means to be brave and to stand up for others. They fill out the **Why Care? Student Handout**, create a diagram of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.

objectives

Students will:

- Reflect on what it means to be brave and stand up for others offline and online
- Learn to show empathy for those who have been cyberbullied
- Generate multiple solutions for helping others when cyberbullying occurs

Materials and Preparation

Materials

- **Who Cares? Student Handout**
- Drawing paper and markers (for all students)

Preparation

- Make copies of the **Why Care? Student Handout**, one per group of four or five

Parent Resources

- Send home the **Cyberbullying Parent Tip Sheet**
- Send home the **Connected Culture Parent Tip Sheet**
- Send home the **Connected Culture Parent/Teacher Intro Video**

Key Vocabulary

- **Bystander:** Someone who sees cyberbullying happening, but does nothing to help
- **Upstander:** Someone who helps when they see cyberbullying occur
- **Empathize:** To imagine the feelings that someone else is experiencing



Cyberbullying: Be Upstanding

teaching plans

Introduce

REVIEW Key Vocabulary with students.

ASK *What does it mean to be brave?*

Sample responses:

- *To be courageous*
- *To stand up for others*
- *To go against social pressure to do what is right*

ASK *How can you show bravery if someone is being cyberbullied and you are a witness?* (Remind students that cyberbullying is the use of digital media tools such as the Internet and cell phones to deliberately upset or harass another person.) **EXPLAIN** that you are going to watch videos of a teen who was part of a cyberbullying situation.

Sample responses:

- *Standing up for the target*
- *Empathizing with the target*
- *Getting help from a trusted adult*

DISCUSS the importance of being an upstander. **DISCUSS** the qualities of an upstander with students. An upstander:

- *Is not directly involved in the cyberbullying incident, but steps in to help anyway*
- *Empathizes with the targets of cyberbullying, letting them know that they care and are listening*
- *Does not spread rumors or go along with cyberbullies because of peer pressure, and may even tell the cyberbully to stop*
- *Encourages the target to tell a trusted adult about the situation*

Teach 1: Create a Cyberbullying Map

DISTRIBUTE the **Who Cares? Student Handout** and ask students to read the story about Kevin and José.

GUIDE students to use drawing paper and markers to create a map showing all the players in this event (bully/bullies, target, bystanders). Students may choose to show a labeled web, use concentric circles, or draw something more representational. Ask students to share their maps with the class.

Teach 2: Read about Bystanders

Have students fill out the rest of the Student Handout. Discuss the Handout questions with them.

ASK

- *Who is doing the cyberbullying in this story?* (Encourage students to decide for themselves and support their reasoning. Ask them to consider if it is only José? What about the boys at school who helped him upload the video to the website? What about the people who posted nasty comments? What about the people who viewed the video?)
- *Who are the bystanders?* (The students at school who witnessed the abuse and kids online who viewed the video.)



- *What would you do if you were a bystander?* (Guide students to think about empathizing with Kevin, telling the other boys to take down the video, writing public comments on the video saying that Kevin did not want the video up, or encouraging Kevin to tell a trusted adult.)
- *What would you say to José if you wanted him to stop?* (I might tell him that it is unfair to put up the video without Kevin's permission, and let him know how hurtful it is to Kevin. This may not work, but at least it is an attempt.)
- *What would you say to Kevin or do for him to show your support for him?* (Guide students to talk about how it is important to listen to Kevin and empathize with him, and then discuss with him what actions to take.)
- *What could you say to the other kids at school who viewed the video and left cruel comments?* (I could let them know that they are followers. I could tell them how Kevin feels.)
- *How could you have involved a trusted adult?* (Guide students to consider what the consequences of telling an adult for Kevin could be. The other students might make fun of him, so he has to confide in someone who is trustworthy and has the skill and authority to help him.)

Make sure students understand that the people who posted cruel comments were just as guilty of being bullies as the boys who originally uploaded the video. Discuss with students how trusted adults could help, including asking a guidance counselor to talk to Kevin, a technology teacher to investigate whether it would be possible to remove the video from the site, and a school principal to enforce school bullying rules.

Have students add to their concept map drawings, clearly labeling their proposed solutions.

Wrap Up and Assess

ASK *What kinds of online behaviors could be considered cyberbullying?* (Posting someone else's video without permission, leaving cruel comments on a website.)

ASK *What does it mean to be a bystander to cyberbullying?* (A bystander sees cyberbullying happening, but does nothing to help. Some bystanders also might get involved in the bullying, and some will spread the disaster further by recruiting even more bystanders.)

ASK *What are some things a bystander can do to become an upstander?* (Show understanding and support for the target, don't react to the bully, tell the bully to stop, or ask a trusted adult for help. Remind students that a trusted adult is someone who you believe will listen and has the skills, desire, and authority to help you.)

If there is time, have students read Kevin and José's story again aloud as a whole class. Have a handful of students take turns reading sentences. When the story is over, have other students add one sentence each. Let them know that the goal is to turn the story into one in which one of the bystanders turns into an upstander and helps Kevin. If there is time, students can change their own cyberbullying stories into stories of upstanders.



Extension Activity

Students brainstorm about an anonymous reporting system. Tell them that most kids say they would report cyberbullying if they did not have to identify themselves. Ask students to brainstorm ways for students to



Cyberbullying: Be Upstanding

anonymously report cyberbullying at school. Have them make an action plan for dealing with the problem and a proposal for convincing administrators, teachers, students, and parents to get involved.



Homework

Students create four new Chart It scenarios with their parents. Students bring home the **You Chart It Student Handout** they completed during class. They explain what the axes mean, and create and plot four scenarios – one for each quadrant. The scenarios should illustrate behavior that is hurtful/intentional, hurtful/unintentional, helpful/intentional, and helpful/unintentional.

Alignment with Standards – National Educational Technology Standards for Students® 2007

(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- d. exhibit leadership for digital citizenship

Common Sense Media is an independent, nonprofit resource that helps families and educators teach kids how to be safe and smart in today's 24/7 media world. Go to www.commonsensemedia.org for thousands of reviews and expert advice.



Name(s)

Class

Date

Directions

Read this scenario about Kevin and José and answer the questions below.

Kevin sends his friend José a short video he made at home, a reenactment of a famous fantasy movie scene. José, laughing at how Kevin looks, shows it to some other boys at school. The boys laugh at Kevin too, and then decide to post it on a video-sharing website. Millions of people then view Kevin’s video. Nasty comments are posted. Every day, Kevin goes online to check the site and sees more comments like “idiot” and “fat nerd.” Every day, he goes to school and hears similar cruel comments from his classmates.

Who are the bystanders? _____

What would you do if you were a bystander? _____

What would you say to José if you wanted him to stop? _____

What would you say to Kevin or do for him to show your support for him?

What could you say to the other kids at school who viewed the video and left cruel comments?

How could you have involved a trusted adult?

**Don't Be a Bystander**

In this true story, many people contributed to the cyberbullying. But there were many more kids who knew about the situation but chose not to get involved. Kids who are not cyberbullying but who see, hear, or know about it are called bystanders. In this situation, kids in school who witnessed the abuse and kids online who viewed the video were bystanders.

Use Common Sense!

Be an upstander! If you witness cyberbullying, you can help by supporting the target and letting the bullies know that their behavior is not acceptable. Here are things you can do:

- Step in to help in a cyberbullying situation by letting the target know you are there for them.
- Listen to and empathize with the target.
- Do not spread rumors; instead, tell the cyberbully to stop.
- Report what is happening to a trusted adult or website administrator, or encourage the target to tell a trusted adult. A trusted adult is someone who you believe will listen and has the skills, desire, and authority to help you.