

INTERNET SAFETY AND RESPONSIBILITY PERSONAL SAFETY & PREDATOR AWARENESS UNIT

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Introduction and Essential Information

It's no secret that middle school students are social creatures. They cherish every second of passing time, savor lunch with their friends, and often sign up for extracurricular activities in pairs. Therefore, it is not surprising that adolescents have flocked to social networking sites and activities on the Internet in recent years. Chatting, instant messaging, blogging, and e-mail are popular activities for today's adolescents.

The purpose of this unit is not to persuade students to avoid the online activities that they love and enjoy, but rather to teach them how to participate in these venues in a safe and responsible manner. It is not intended to incite fear, but rather to teach students about possible dangers and probable consequences of using technology in an unwise and unsafe manner.

There are two main topics in this unit: *Personal Safety* and *Predator Awareness*. In the *Personal Safety* section, students will learn to create safe user names, passwords, and online profiles. They will be warned about the dangers of posting pictures and videos of themselves on the Internet, and why pictures or videos uploaded by someone else may not be trustworthy. In the *Predator* section, they will see how online predators methodically groom their victims, and be empowered with tips to make sure their Internet experience is a safe one that does not end in tragedy.

Vocabulary

Blog: short for "web log." A web log is an online journal that is frequently updated and available to the public.

Chatting: talking in real-time to other network users around the world. See "IMing."

Instant Messaging/IMing: exchanging messages in real time between two or more people logged on to an instant messaging service (e.g., MSN, Yahoo, or AIM). See "chatting."

Social networking sites: web sites designed to enhance social relations. Popular examples include MySpace and Facebook. Social networking sites often include blogging and chat capabilities.

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Required Lesson: Grade 7

1. Power Point presentation: *Internet Safety: Personal Safety & Predator Awareness*
This presentation is included on your CD with the file name "Predators & Personal Safety Required Lesson.ppt"
 - a. It is recommended that the school SRO present this lesson to your students. Team assemblies work best, but it is also possible to do a larger group 7th grade assembly as well.
 - b. Plan one full class period for this presentation.
 - c. Two brief iSafe video clips (*Predator* and *Soccer Girl*) are embedded in this presentation. External speakers are required to hear the video clips. They will begin playing automatically when you click to the appropriate slide, but take about 10 seconds to begin. Please rehearse in advance to test the sound settings on your computer!

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Optional Lessons and Activities

1. **Screen Name Activity:** students are given slips of paper that have either a screen name or a personal description. They are asked to match the screen names with the appropriate personal descriptions. Students can do this activity individually or in small groups. A hard copy of this lesson is located in your binder, and it is also included in the Personal Safety & Predator Awareness folder on your CD – file name *Screen Name Activity Page 14.pdf* (Note: this file is a lengthy PDF, and you only need to view pages 14, 15, 16, and 18.)
2. **Sample Chat:** A sample chat log is provided. Students should find all of the examples of unsafe online behaviors and identities. This activity can be conducted as a class, in small groups, or individually. A hard copy of this lesson is located in your binder, and it is also included in the Personal Safety & Predator Awareness folder on your CD – file name *Sample Chat page 15.pdf* (Note: this file is a lengthy PDF, and you only need to view page 15-16.)
3. **Kids Staying Safe Online Quiz:** Interactive quiz on the State of Florida web site that allows students to test their online safety habits and risk potential. *This is an individualized analysis for personal use only and results should not be viewed by anyone other than the student who is taking the quiz.*
http://www.secureflorida.org/index.php?src=gendocs&link=Kids_Quiz&category=Kids%20Online
A hard copy of this quiz is included, but it is best administered by visiting the link.
4. **Tracking Teresa:** Students watch the “Tracking Teresa” video clip included on your CD (or at <http://www.netsmartz.org/resources/reallife.htm>) to understand why it is important to protect their personal information while online. Students then play the game “Two Truths and a Lie” to see how difficult it is to know if someone is being truthful. Thinking of the possible dangers of the Internet, they then develop a personal “Internet Safety Action Plan.” Printed handouts for this lesson are included in your binder, and electronic versions are available in the Personal Safety & Predator Awareness folder on your CD – file name *Tracking Teresa handout.pdf*. The video clip file name is *teresa-300k.wmv*

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Additional Resources for Online Predator and Safety Information

Internet

Cyber Smart!

<http://www.cybersmart.org/home/>

Free curriculum and professional development available to educators. All lessons and activities are tied to national standards. Well organized and helpful.

iSafe

<http://www.isafe.org/>

http://www.isafe.org/channels/sub.php?ch=ed&sub_id=media – direct link to web casts

Free curriculum, webcasts, and activities for educators, parents, students, and law enforcement agents. Student contests are available. It is a bit cumbersome to navigate, but there are many quality resources and training opportunities. The webcasts are especially worthwhile.

Cyber Tipline

<http://www.cybertipline.com/>

A web site created by the National Center for Missing & Exploited Children, this is a hub of information about online safety. It includes many resources and links to the Ad Council's PSA's about online sexual exploitation.

Ad Council

<http://www.adcouncil.org/default.aspx?id=56>

Public service ads created for print, radio, and television about online sexual exploitation. (See example at right.)

Get Net Wise: Tools for Families

<http://kids.getnetwise.org>

Provides good information for parents and teens. Excellent resource for those who would like to research Internet filtering software.

Books

A Girl's Life Online by Katherine Tarbox
(formerly published as *Katie.com*)

The author recalls her harrowing experiences as a thirteen-year-old who struck an online relationship with twenty-three-year-old Mark and offers advice and insight on online sexual predators.

Janine Marks, a 12-year-old, was fairly normal.
Janine spent a lot of time online.
She felt more comfortable there.
One day she met a new friend.
They liked the same bands.
They worried about the same subjects in school.
They promised to keep each other's secrets.
They decided to meet at the mall.
Janine showed up.
So did her new friend.
Only her friend wasn't in Junior High.
Wasn't nice.
And wasn't 14.

Every day, children are sexually solicited online.



You don't know what your kids are saying online. Or who they are saying it to. A lot of times neither do they. So get involved. To protect your kid's online life or report an incident, call 1-800-THE LOST or visit cybertipline.com. **HOOP:** help delete online predators



PERSONAL SAFETY & PREDATOR AWARENESS UNIT

Standards Alignment

The lessons in this unit address the following national, state, and ASD standards:

ASD Technology Frameworks

Framework 3.0: Social, Ethical, and Human Issues

- 3.1.7: Identifies ways that telecomputing promotes a global community
- 3.1.8: Identifies examples and analyzes societal impact of advanced and emerging technologies
- 3.2.1: Respects the privacy of others
- 3.2.4: Models ethical behavior and acceptable practice in use of technology and technological resources.
- 3.2.12: Discriminates between types of data as to which are public and private.
- 3.2.13: Demonstrates knowledge of safe and ethical procedures related to sharing personal information

ASD Library Standards and Alaska Content Standards for Library/Information Literacy

Standard E: A student should understand ethical, legal, and social behavior with respect to information resources.

Indicator 1: use the library materials and information resources responsibly.

Alaska Content Standards for Technology

Standard E: A student should be able to use technology responsibly and understand its impact on individuals and society.

- Indicator 2: discriminate between responsible and irresponsible uses of technology;
- Indicator 3: respect others' rights of privacy in electronic environments;
- Indicator 8: recognize the implications of emerging technologies.

ISTE National Educational Technology Standards

(International Society for Technology in Education)

Standard 2: Social, ethical, and human issues

A student who meets this standard should meet the following indicators:

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.

Standard 4: Technology communications tools

A student who meets this standard should meet the following indicators:

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

AASL Information Literacy Standards for Student Learning

(American Association of School Librarians)

Standard 2: The student who is information literate evaluates information critically and competently.

Indicator 1: Determines accuracy, relevance, and comprehensiveness.

Indicator 3: Identifies inaccurate and misleading information.

Standard 3: The student who is information literate uses information accurately and creatively.

Indicator 4: Produces and communicates information in appropriate formats.

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Indicator 1: Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.

Indicator 2: Designs, develops, and evaluates information products and solutions related to personal interests.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Indicator 1: Respects the principles of intellectual freedom

Indicator 2: Respects intellectual property rights.

Indicator 3: Uses information technology responsibly.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

Indicator 2: Respects others' ideas and backgrounds and acknowledges their contributions.

Indicator 3: Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.