
PREDATOR IDENTIFICATION

i-SAFE Lesson Plan

Suggested Grade Level 7

Lesson PowerPoint and activity guide

Learning Objectives

Students will be able to:

- identify the characteristics of tactics used by an online predator
- make wise choices while interacting online including successfully

Enrichment Goal

i-SAFE enrichment activities are designed so that they can be implemented by students. Provide your students with the necessary reference materials included with this lesson plan and guidance on how they can complete this activity. Suggestions include getting support from an adult advisor, school club, student council, technology team, etc. i-SAFE also offers a wide range of online support for students who register (free of charge) at www.isafe.org, including the i-Mentor Training Network videos.

Learners will be provided with materials to engage their parents in an online survey about Internet safety issues.

Materials / Preparation

- Online access to the i-SAFE assessments, if appropriate for this lesson
- Computer access, PowerPoint presentation, optional video “soccer” slide 9
- A copy of Activity pages for each student group
- A copy of the Teacher Resource Article
- A copy of the Parent Survey Activity Page for each student
- Student registration in mentor program at www.isafe.org

Pre Assessment

If beginning the i-SAFE program with this lesson, administer the pre assessment online at www.isafe.org by clicking on the link, Assessments, prior to the lesson. To verify School ID#, login at isafe.org, go to the “My Info” page and select “Find your school ID”.

Lesson Procedures

All students participating in the i-SAFE curriculum are considered to be mentors. If they haven't done so already, have students enroll online by clicking on “Create Account” at www.isafe.org to take full advantage of the support and incentives offered. This may be done at any time during the lessons, or students may complete this registration at home. If you would like to register your students yourself simply go to <http://www.isafe.org/teachermentorprogram> and fill out the information for your students and email to outreach@isafe.org. Your students will then be enrolled to receive information about sharing internet safety with other students and will be registered to participate in contests to win prizes.

POWERPOINT PRESENTATION

Slide 1

- If applicable, introduce yourself and your agency.
- Explain that i-SAFE is a non-profit organization dedicated to education on Internet safety.
- Explain that law enforcement works closely with i-SAFE to provide this education and then explain your agency's role in protecting children online.



Read the Article (Teacher Resource page)

Slide 2

- Explain the objectives of today's lesson as displayed on the slide.



Slide 3

- Ask the students to raise their hands if they use the Internet.
- Ask the students why they go online.
- Ask the students to raise their hands if they use the Internet at home.
- Ask them to keep their hands up if the computer is in their bedroom.
- Ask all students to raise their hands if they go out on the Internet alone.
- Ask the students if they have had the i-SAFE class on personal safety.
- Ask the students to tell you what they learned from that class. Hopefully, several students will raise their hands and you can get an idea of what they remember about how to be safe on the Internet.



Slide 4

- Ask if it is their intention to be talking to adults rather than to people their own age.
- Ask how they know if someone is their own age when online.



Slide 5

- Explain to students that some people lie about who they are and what they want on the Internet. These people are known as *predators*.



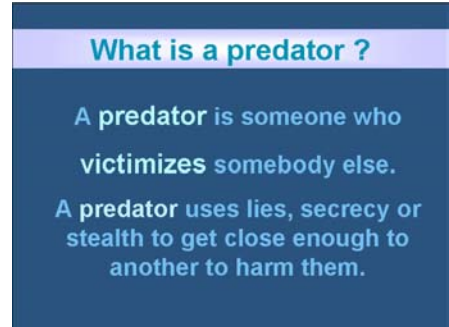
Slide 6

- Ask students if they know what the word *predator* means. Take their answers and try to form a definition.
- Relate their answers to online *predators* by reinforcing the following: A *predator* is one who stalks or uses lies, secrecy, or stealth, to get close enough to another person in order to easily hurt or harm them.



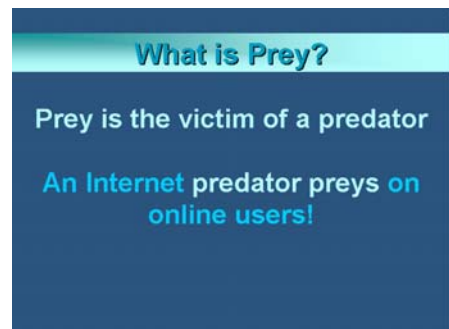
Slide 7

- Review the definition of *predator* with students. Apply the definition to an online situation example.



Slide 8

- Ask students if they know what the word *prey* means. Take their answers and try to form a definition.
- Define the term, *prey*: One who is a victim, or one who is vulnerable to victimization by a *predator*.
- Review the definition of *prey* with students. Apply the definition to an online situation example.



Slide 9 (Optional - PLAY "Soccer" Video clip)

- Using the definitions of online *predators* previously formulated, ask students how these people can find *prey* on the Internet.
- Talk about the tools *predators* use such as chat rooms, profiles, e-mail and instant messaging.
- Ask the students: "Who else goes into chat rooms?" The point is to get them to think about themselves, their brothers, sisters, and friends. Keep mentioning this throughout the lesson so that the students think about friends, brothers, sisters, and others as *prey* for these predators. By doing so, students will be more apt to be the extended teacher of the lessons as they share what they learn with others. This is a major objective of the i-SAFE lessons.



Break from slides to play the Information Game

Peer-to-Peer Activity

Directions:

- Pass out a question to each student cut from Activity page.
- Tell the students that each has a unique question. They are to try to get that answer from five different students without asking the question directly. They cannot simply come out and ask. They will have one minute to prepare their thoughts and questioning procedure.
- Direct the players to pair up (pairing is at teacher discretion.) Inform students that they have one minute to negotiate conversation to find the answer to their question.
- Have students change partners five times. Allowing one minute per each grouping.
- Ask students to raise their hand if they found it easy or if they got their answers. Ask how they got their answer if not able to ask the question. Discuss some of the strategies used to uncover answers.
- Ask who had a difficult time and have them explain why. Ask if some people resisted giving any information. Did this make the assignment more difficult? Would it also make it difficult for someone online to find information?
- Use the Information game to show that people can find out things in indirect ways. Explain that some people do this online and use the information they gain to pretend to be your friend.
- Explain that it may be easier to get direct information on the Internet because it is through writing.

Resume PowerPoint Presentation

Slide 10

- Have students brainstorm how a *predator* gains the trust of the *prey* online.
- Inform students that the process of gaining trust is known as *grooming*.



Slides 11-12

Inform students that the following are all part of the grooming process.

- **SIMILAR INTERESTS:** Explain that the predator–your new online buddy–will discuss common, shared interests, likes and dislikes with you. If you say you like a particular actor, so will the predator. This person will pretend to have the same musical interests or sports interests; have things that you desire (such as a clothes, swimming pool, or a cool car); or claim to enjoy the same activities (such as shopping, hiking, fishing). This leads you to believe that he or she is just like you, and because you like the same things - you can be online buddies. After you come to believe that the two of you have a lot in common, you may exchange e-mail or you may add him to your buddy list. Now the two of you can talk online without other people listening in.
- **TRUST:** Explain that the predator–your new online buddy–will want to listen to anything that you want to talk about. He will be very interested in everything that you say, because he wants you to believe that he is really interested in you and cares about what



you have to say. If you have a bad day at school or at home, he will be sympathetic. He will tell you that he understands. You will begin to believe that this person really cares about you. Stress to the students that this is all a trick. A Predator DOESN'T care. He or She just wants you to trust them. Explain to the students that the longer they talk with this person and the more they share with him, the more that they will come to believe that this person they met online is no longer a stranger, but is actually a friend. Explain that this new friend will usually take their side when you tell him or her about an argument with your friends or your parents or teachers. By doing so they give the impression that they are a better friend to you than your other friends or your family. You soon gain such a trust in this false friend that you separate yourself from your true friends and family.



- **SECRECY**: You and your online acquaintance build your relationship; he will usually ask you to keep the friendship secret. He will explain that other people, especially your parents, won't understand how you can be such good friends with someone that you met on the Internet. The reason that he doesn't want you to tell your parents or another adult is because YOU really can NOT TRUST this person and he knows that an adult would step in and protect you from him.

Slide 13

- Reinforce these danger signs associated with online predators.



Slide 14

Explain to students that after befriending, the grooming process continues.

- **BREAK DOWN BARRIERS**: It is important to a predator that he break down your natural, defensive barriers so that, ultimately, he can meet you in person. We have already talked about one way that he does this, and that is by building TRUST. Another way that he may do this is by sending pictures to you that may at first make you uncomfortable to look at. This does not always happen, but it happens often enough, because as kids and teens, you are naturally curious about many things. Predators prey on your curiosity and want to feed your curiosity so that you will not be afraid. They do this by gradually sending you more and more pictures and other inappropriate material so that you become less sensitive to things that normally make you uncomfortable. Tell the students that it is natural for them to be curious, but let them know that if a person knows that you are under 18 years old, it is against the law for them to send you pictures of people without their clothes on, especially kids. Discuss with the students that if someone sends them pictures that make them feel uncomfortable for any reason—please tell a trusted adult (parent, teacher, law officer).



- **MAKE THREATS:** Sometimes, but not always, predators will threaten you (victim). They don't want you to tell anyone about your relationship that they know is wrong. They may threaten you in different ways to keep you from telling an adult. They may use a reverse threat and tell you that if you tell anyone, they will tell your parents about your relationship and then your parents will be really mad at you and may take away your computer or ground you. They may tell you that they know where you live and they may threaten to harm you or your family. Let the students know that if anyone ever threatens them—tell a trusted adult. Don't be afraid. Let an adult help you before you get further into trouble with this person that you have met on the Internet.
- **THEY WILL ALWAYS WANT TO MEET YOU!** The ultimate goal of an Internet predator is to get you to meet with him or her in person. Tell the class that as intelligent, young people they may believe they can never be tricked by an adult whom they meet online, but the fact is that criminals make it their business to devise ways to deceive.

Slide 15

Quickly review the grooming process:

- Pretending to like the same things
- Pretending to share your interests
- Telling you they truly care about you
- Always taking your side
- Becoming your new best friend
- Stress that all of these are LIES! These lies are meant to earn your trust.



LET'S RECAP!

A Predator will groom you by:

- Pretending to like the same things.
- Pretending to share your interests.
- Telling you they truly care about you.
- Always taking your side.
- Becoming your new **BEST** friend.

But, don't be fooled! These are just LIES!

Slide 16

- Refer to the information from the teacher resource article you read earlier.
- Reinforce the idea that just like Katy, they are potential victims along with their friends, brothers, sisters, etc.



PREDATORS

The FBI has a special task force to find Internet predators.

1 in 5 U.S. teenagers say they have received an unwanted sexual solicitation online.

Victims are typically in their early to mid teens.

BOTH GIRLS and BOYS ARE TARGETS!

That makes **YOU** at **RISK!**

Slide 17

- Introduce the idea that sometimes dangerous situations can result from online relationships in which YOU are a *willing* participant.
- Instruct students to think about the article about Katy from earlier in this lesson. What if a student decides that he or she really wants to meet an online friend - is this a normal reaction to an online friendship? Can feelings of really liking someone blind one to the dangers of a meeting in person? Katy wanted to meet her online friend, and the consequences were serious.



Online Relationships

Not all online solicitations are unwanted. Sometimes you meet someone online and **WANT** to meet them offline.

Remember Katie?

Predators want you to be a *Willing Participant*.

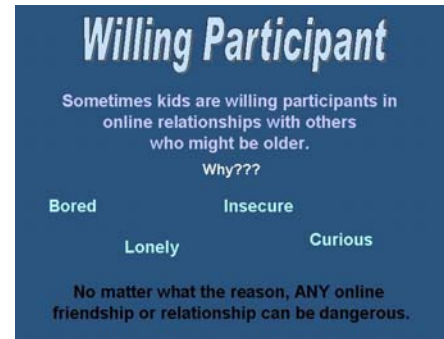
But there is still **Danger** involved!

How can Online Relationships go Wrong?

Slide 18

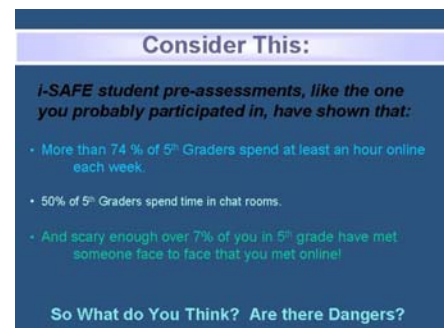
- Inform students there are many people on the Internet looking to form relationships. Some do it in ways we know are bad - like the predator. However, sometimes students are willing participants in online relationships with others who might be older. These people are open and honest about their age, race, etc., making a relationship with them seem very tempting.
- Discuss the following: Why might a student be a willing participant in an online friendship or relationship? Why does this type of relationship appeal to some?

Make sure you cover the following as you click through: Bored, Lonely, Insecure, Curious.



Slide 19

- Discuss the following statistics - Before learning about Internet safety:
 - More than 74% of 5th graders spent at least an hour online each week.
 - 50% of 5th graders spend time in chat rooms.
 - More than 7% of you in 5th grade have met someone face to face that you met online.
- Ask students are there still dangers even when you THINK you know the truth about someone? What are they?
- Advise students that it is important to remember that no matter how another person gains your trust online, offline that person can be dangerous.



Slide 20

- Inform students that there are things they can do to minimize the danger and the chances of becoming prey to an online predator.
- These safety precautions include choosing a safe screen name, not revealing information on the Internet, and carefully choosing whom to communicate with.
- Inform students that they will also learn how to report suspicious behavior.



Slide 21

- Ask the students to define what a screen name is. Have one of them explain that a screen name is the name that a person uses when they go online to talk with other people.
- Ask the students to think about what information their screen names reveal.
- Discuss how predators find their intended victims and how predators gain information about their victims. Explain how predators learn about you from your screen names and the profiles that you have provided online; how they can learn about

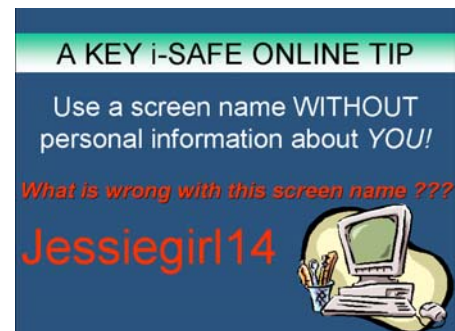


you from the conversations that you are having with other people in chat areas; and that most often, the Internet *predator* learns about you from information provided directly from you.

- Discuss in more detail how screen names can initially attract *predators* and can give them clues about a potential victim. Explain that many people make the mistake of providing too much information about themselves simply from the screen name that they use.
- If time permits, ask some students for their screen names and discuss if they reveal too much information. Or, have students write screen names down on paper, collect them, and discuss ones, which are too revealing.

Slide 22

- Tie together how the *predator* uses screen names and chat rooms to look for *prey*—potential victims.
- Talk with the students about how different types of *predators* will choose different types of screen names and specific chat rooms. For example: if a *predator* were to seek a teenage girl as an intended victim, he might begin by choosing a web site chat room that is of interest to teenage girls. When inside the chat room, he would look at the names to pick out a girl that he could “talk” with. Explain that the *predator* will enter a chat area such as one designed for school age students, sports areas, or sites specific to young girls of school age, and then listen in on the chat until he locates someone he thinks he can communicate with.
- Tell the students that once the *predator* is in the chat area he or she will be hunting for a victim. He will start by peering into the conversations going on, and will check the names being used by the chatters. Example may be “maria14jazz.” The *predator* may assume that the user is a female based on the name “maria”—that she is a 14-year old female and that the user is interested in music, specifically jazz. The *predator* will then assume an identity of his own that would be likely to get the interest of the one he or she is now targeting.
- Give the students a couple of example names that a predator may use, such as, “Guitardude.” This may get the attention from a targeted victim because it will be believed that the predator is a young male from the term “dude,” and that the person is a musician who plays the guitar. The predator may begin by simply jumping into a conversation and subject already being discussed by the victim and others in the chat room. The predator will then attempt to get the potential victim interested in him by pretending to have characteristics of someone who the target would find of interest. Explain to the students that the predator can usually gather a lot of vital information from the intended victim in a short amount of time. Let the kids know that after the predator strikes up a conversation with the intended victim the process of grooming begins.



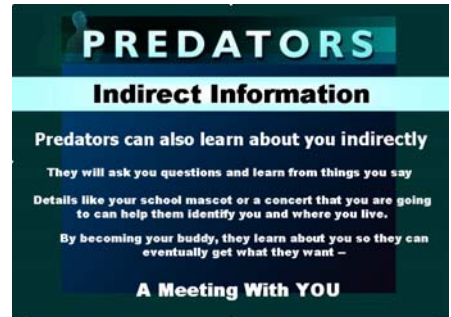
Slide 23

- Inform students that in addition to choosing non-descriptive screen names, they should not reveal personal information while on the Internet.
- Review with students what is considered personal information (information learned in lesson 3).
- Discuss how this information would make it easier for a predator to make contact and gain their ultimate goal of meeting their *prey*.



Slide 24

- Explain to students that *predators* can also learn about them indirectly. When they talk about things such as football teams, school scores, nearby concerts, etc., they are giving *predators* clues to their location and identity. This enables predators to seem familiar and non-threatening when they use this information to their advantage.
- Discuss the dangers the students see in providing indirect information.
- Brainstorm some ways information can be gained indirectly through online interaction.



Slide 25

- Discuss how what has been learned necessitates using caution in choosing online friends.
- Have students offer ways to have known online friends—people they can communicate with online that they already know and are familiar with.
- Reinforce the fact that just because you meet and befriend someone online, it does not mean that person can be trusted.

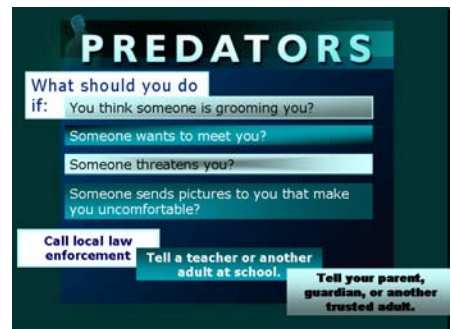


Peer-to-Peer Extension:

If time allows, have students develop their own safe screen names and share.

Slide 26

- Discuss the various reporting systems available to students:
 - In person: Local police; Teacher or other adult you feel comfortable talking with (you may want to have the teacher provide specific information on who to contact at school based on the school's policies.)
 - By phone: Local police (provide them with a number to call); FBI; Crime Stoppers
 - By phone or online: Your ISP, Internet Service Provider; Cyber Tipline.



- The National Center for Missing and Exploited Children has a system for children to report incidents when they receive “messages or images that are obscene, lewd, filthy, or indecent with the intent to harass, abuse, annoy or threaten” them. NCMEC recommends that children report the incident to their Internet Service Provider and the CyberTipline (online) or by calling 1-800-843-5678.


Slides 27 - 28

Explain that i-SAFE student assessments have indicated that 30% of students surveyed feel that their parents’ Internet skills are either weak or very weak. Explain that i-SAFE has also been conducting parent surveys to find out what parents think about Internet use.

- Hand out the parent survey activity page. Inform the students that i-SAFE would like to get find out about what their parents think too. Ask them to have their parents fill out the i-SAFE parent survey online. Instructions are on the activity page. Have parents sign the slip at the bottom of the page and return to their teacher to confirm the activity was completed. For students whose parents do not have Internet access, ask that they use the activity page to have a short discussion about Internet use, sign and return the form.

Time for Your Youth Empowerment Activity

i-SAFE student assessments have indicated that 30% of students surveyed feel that their parents’ Internet skills are either *weak or very weak*. i-SAFE has also been conducting parent surveys to find out what parents think about Internet use.



Your Teacher will give you a form that has directions for your parent to fill out a survey online. If your parents can not access the survey, discuss Internet safety with them instead. Either way, have your parent sign the form and return it to your teacher.


- Discuss:

- What do you think about the following statistics?
- How do you think your parents measure up?
- 88% of parents feel that they know “some” or “a lot” about where their children go or what their children do the Internet.
- 52.6% of parents feel that their ability to shelter their children from inappropriate material on the Internet is limited.
- 53.9% of parents feel that their children are proficient or experts in computer use.
- 47% of parents spend less than 2 hours per week on the Internet.

Discuss

What do you think about the following statistics? How do you think your parents measure up?

- 88% of parents feel that they know “some” or “a lot” about where their children go or what their children do the Internet.
- 52.6% of parents feel that their ability to shelter their children from inappropriate material on the Internet is limited.
- 53.9% of parents feel that their children are *proficient or experts* in computer use.
- 47% of parents spend less than 2 hours per week on the internet.



Slide 29

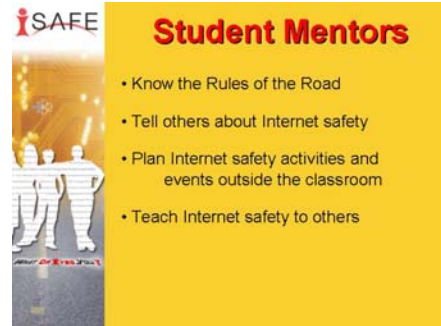
- What Drives You? The i-SAFE America **DRiVE** Campaign challenges students in grades 5 and up to get involved and make a difference at your school and community. By learning about Internet safety in the classroom, you now have the information you need to make noise outside of the classroom. i-SAFE has turned over the keys to the car. It’s now your turn to **DRiVE**.



Slide 30

Participating in the i-SAFE curriculum activities already qualifies you to be an i-SAFE Mentor. Make sure you sign up on the Website to be counted.

- i-SAFE Mentors are students who understand **the rules of the road**. All students who have received the i-SAFE Lessons and have participated in classroom Youth Empowerment Activities are great candidates for the Student Mentor Program.
- **Tell others about Internet safety.** Take what you have learned and spread the message of Internet safety outside the classroom.
- **As mentors, you can plan Internet safety activities and events.**
- If you are interested in **teaching the i-SAFE Lessons** to younger students, you can adopt an elementary school of your choice as part of the i-SAFE Student i-Adopt-A-School Program.



The slide features the iSAFE logo on the left and a yellow background on the right. The title "Student Mentors" is in red. A list of four bullet points is on the right, and a small image of two figures is on the left.

iSAFE

Student Mentors

- Know the Rules of the Road
- Tell others about Internet safety
- Plan Internet safety activities and events outside the classroom
- Teach Internet safety to others

Slide 31

Student Mentors plan and execute Internet safety activities and events outside the classroom. You can choose what you want to plan as a group or plan individual activities. Here are some examples of events you can organize and plan individually or with other mentors on campus. You can write news articles for i-SAFE or local newspapers, give classroom presentations, create video or radio PSAs, plan a school assembly, draw awareness art like posters or murals, plan Town Hall Meetings increasing community awareness, organize school slogan or poster contests, and teach Internet safety to younger students and parents.



The slide features the iSAFE logo on the left and a yellow background on the right. The title "Speak Out!" is in red. A list of seven bullet points is on the left, and a small photo of a student presenting is on the right.

iSAFE

Speak Out !

- Write News Articles
- Give Presentations
- Create PSAs
- Plan Assemblies
- Draw Awareness Art
- Town Hall Meetings
- School Contests
- Teach Younger Students and Parents

Slide 32

#1 Poster Art

This poster, created by Mentors from Kansas City Missouri, won the i-SAFE National poster Art contest to launch June 2004 as National Internet Safety Month. The poster was hung in a public place on campus and sent to i-SAFE for the contest. Not only did it raise awareness on campus, it was also put on the i-SAFE website and newsletter to reach a greater audience nationwide.

#2 PSAs

(Photo of HTH Mentors shooting PSAs)

Student Mentors from High Tech High in California created Public Service Announcements for the local community used them for presentations and assemblies

#3 Events

This is Moni, Student Mentor from Maryland. This 8th grader planned an entire Town Hall Event, i-Parent Night, and made sure the Attorney General of Maryland had the i-SAFE Link on his website. He also spoke to Congressional members at an i-SAFE Congressional briefing. You can do amazing things when you put your mind to it.



The slide features the iSAFE logo on the left and a yellow background on the right. The title "Take Action" is in red. Four small photos with captions are arranged in a 2x2 grid.

iSAFE

Take Action

- Missouri Mentors win National poster contest.
- California Mentors create video PSAs.
- Maryland Mentor speaks to Congress.
- Utah Mentor wins filmmaker contest.

#4 Contests

The photo here is of Student Mentor Trevor from Utah. Trevor won the National i-SAFE Student Filmmaker's Competition with a film titled "Predator". The video is distributed by i-SAFE Nationally so students across the country can watch his film. He was also given national recognition as the Most Valuable Mentor for the Month of May 2004.

Slide 33

It's easy with the i-Mentor Training Network. i-SAFE has created a series of 5-minute videos that will take you step by step through the process of accomplishing any of the i-SAFE outreach activities. They are available online at the i-SAFE website or they can be ordered free of charge on CD.

Slide 34

Register online now at www.isafe.org by clicking on the *Kids and Teens* link to become eligible to find out about more activities, order additional materials, and earn prizes.



The slide features the iSAFE logo in the top left corner. The main heading is "Take Action" in large red font. Below it, a sub-heading reads "It's Easy with the i-Mentor Training Network!". The body text states: "i-SAFE provides 5-minute videos that will take you step by step through the process of accomplishing any of the i-SAFE outreach activities." At the bottom, it says "Check them out at www.isafe.org or order on CD." On the left side of the slide, there is a vertical image showing two people in white lab coats standing in a laboratory setting.



The slide features the iSAFE logo in the top left corner. The main heading is "Register Online" in large red font. Below it, a sub-heading reads "Go to the i-SAFE Website and Register -". The body text lists three bullet points: "• Find out about more activities", "• Order additional materials", and "• Earn prizes." At the bottom, it says "Go to the i-SAFE Website and Register -" followed by the website address "www.isafe.org" in red. On the left side of the slide, there is a vertical image showing two people in white lab coats standing in a laboratory setting.

END OF PRESENTATION

Concluding Discussion

- Discuss why it is important to discuss cyber safety issues with others and how to be proactive in dealing with it.
- Encourage students to make a difference in their school when it comes to Cyber security Issues by registering at www.isafe.org for additional activities, materials, and support concerning this issue.
- Lead into a discussion about the Enrichment Activity.

Enrichment Activity

Youth who participate in activities to share what they have learned about Internet safety are more likely to practice safe habits online. Additional lessons and support for students, teachers, and parents on Internet safety topics are available from i-SAFE Inc. www.isafe.org.

Parents are often unaware of the risks they may be exposed to online. Help parents learn about Internet issues. Have them complete the i-SAFE online parent survey. Students can receive additional information, materials and support to complete this project on their own from www.isafe.org, including a downloadable student toolkit. Direct students to the Kids and Teens section (X-Block) at www.isafe.org to access the i-Mentor Training Network's free online training module videos.

- Take home the parent survey form
- Have parents sign the slip at the bottom of the page and return to their teacher to confirm the activity was completed.

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- For students whose parents do not have Internet access, ask that they use the activity page to have a short discussion about Internet use, sign and return the form

Post Assessment

Administer the post assessment online at www.isafe.org by clicking on the link, Assessments, if this is your last lesson for i-SAFE. To verify School ID#, login at isafe.org, go to the “My Info” page and select “Find your school ID”.

Contact us

- We'd like to hear from you! E-mail teachers@isafe.org to share any unique ideas and/or experiences you had during implementation of this lesson.
- Students who participate in enrichment activities may be eligible for i-SAFE's monthly Most Valuable Mentor award – let us know about deserving students.

Teacher Resource Article, Grades 5 through 8

(To be read with PowerPoint Slide #2)

This is a true story about a 13-year old girl from Texas. We'll call her *Katy*.

Katy met a person in a chat room. Katy and her cyber friend talked online for about a month before deciding to meet each other in person. This was an exciting time for Katy – to finally get to meet!

Katy's friend had a special surprise for her. He paid for a taxi to go to Katy's house and pick her up when her parent's weren't home. The taxi took her to the bus station, where there was a pre-paid ticket waiting for her.

Katy rode the bus for 2 ½ days to Tacoma, Washington, where her cyber friend met her at the bus station. For the next five days the girl was allegedly assaulted repeatedly. Fortunately she was able to escape by calling the National Center for Missing and Exploited Children (NCMEC).

It is interesting to note that before leaving, Katy's friend gave her instructions for how to remove the hard drive from her computer. This made tracing the "cyber friend" virtually impossible. If she had not called NCMEC's hotline it is less likely that she would have been found.

Katy could have prevented this from ever happening if she had been given the right information to keep her safe online.

Teacher Resource: Chat Race Answer Key

Members of the chat:

JAYHOOD21 –	Has name in it and potential age
brandon18sgirl-	Reveals friend/boyfriends name and gender
Andrew15MGA –	Reveals first name and age
zspencer2k3 –	Reveals last name
Leann420 –	Reveals first name
Angeleyes15 –	possible age
ladybug16 –	possible age

Online Chat:

Jayhood21: So what's everybody up 2?

Andrew15MGA: Not much here. Just got back from the game. We won 14 to 3. Way to go BRUINS!
Reveals indirect information leading to location – score and mascot could help pinpoint location.

Leann420: How cool, my school's mascot is stupid it's the Mustangs. **Mascot helps determine or narrow location down.**

Angeleyes15: I'm at a private school. We don't even have a mascot cause no sports. We focus on "academics" I really hate it. **Some indirect information can be built on – now know private school with no sports or mascot.**

Zpencer2k3: I'm at a private school too, what one do you go to Angeleyes? **Private school revealed.**

Angeleyes15: Its in Tampa, Florida. **Big mistake – reveals exact location in answer to question.**

Ladybug16: How cool – I'm from Florida too. **Also reveals general location**

Zpencer2k3: Me too. **Also reveals general location.**

Brandon18sgirl: I wish I lived in Florida. It's freezing here. **Implies location in the north.**

Andrew15MGA: Who saw Buffy last night? She is so hot! **Favorite tv show revealed.**

Leann420: I wish I were blond **Color of hair hinted at.**

Angeleyes15: Trust me its not that much fun. With my blue eyes I burn too easy. **Reveals color of hair and eyes.**

Zspencer2k3: You go to the beach a lot?

Angeleyes15: All the time. **Reveals beach-going.**

Zspencer2k3: Maybe we could meet up at the Clearwater beach sometime. Its my favorite hangout lately.

Angeleyes15: Sounds kewl. I think I can get a ride down there. **Responds positively to suggestion of meeting.**

From the chat we now know too much about Angeleyes15. We know where she lives and a general description. We also know she attends a private school with no mascot.

The chat also reveals that Zspencer2k3 is asking lots of questions and attempting to arrange a meeting. Notice how he only responds after someone else gives information, and seems to pick up on his or her interests. This is an example of the grooming process.

Sample Chat

Directions: Find all of the examples of unsafe online behaviors or identities, and give a short explanation of each.

Members of the chat:

JAYHOOD21
brandon18sgirl
Andrew15MGA
zpencer2k3
Leann420
Angeleyes15
ladybug16

Online Chat:

Jayhood21: So what's everybody up 2?

Andrew15MGA: Not much here. Just got back from the game. We won 14 to 3. Way to go BRUINS!

Leann420: How cool, my school's mascot is stupid it's the Mustangs.

Angeleyes15: I'm at a private school. We don't even have a mascot cause no sports. We focus on "academics" I really hate it.

Zpencer2k3: I'm at a private school too, What one do you go to Angeleyes?

Angeleyes15: It's in Tampa, Florida.

Ladybug16: How cool – I'm from Florida too.

Zpencer2k3: Me too.

Brandon18sgirl: I wish I lived in Florida. Its freezing here.

Andrew15MGA: Who saw Buffy last night? She is so hot!

Leann420: I wish I was blond

Angeleyes15: Trust me its not that much fun. With my blue eyes I burn too easy.

Zspencer2k3: You go to the beach a lot?

Angeleyes15: All the time.

Zspencer2k3: Maybe we could meet up at the Clearwater beach sometime. It's my favorite hangout lately.

Angeleyes15: Sounds kewl. I think I can get a ride down there.

i-SAFE Parent Survey

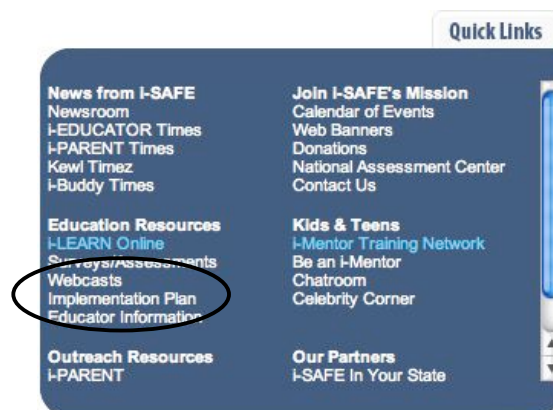
Student Activity

Are you tired of being the one who takes all of the tests? Give yourself a break! Complete the following activities and have your parents do the work for a change. Have your parent/guardian(s) get online and get involved by taking the i-SAFE Parent Survey. Take some time together and discuss the questions in Part B. Finally, get a parent/guardian's signature on this page and return it to your teacher.

Part A – Parents

Directions for parents or guardians:

1. Go to <http://www.isafe.org/>
[If you don't have access to the Internet or choose not to take the survey, please go to Part B.]
2. Go to the Quick Links box (lower right) and click on **Surveys/Assessments** under Education Resources.
3. In the new box that opens, click on the **Click here** link to take the Parent Survey.
4. Complete and submit the survey.



Part B – Students and Parents

Discuss the following questions:

- ◆ In your family, who has more experience with using the Internet – adults or children?
- ◆ In your family, who spends more time on the Internet – adults or children?
- ◆ What are the different ways people in your family use the Internet?
- ◆ Has anyone in your family dealt with an Internet safety problem such as a computer virus, an unwanted communication, or a problem with identity theft? If so, how was it handled?

Return this slip to your teacher

Part A: I completed the online I-SAFE Parent Survey. Yes No (circle one)

Part B: I discussed the Internet Safety topics with my child. Yes No (circle one)

Please list any comments or thoughts you'd like to share as a result of these activities.

Student's Name: _____

Parent/Guardian Signature: _____