



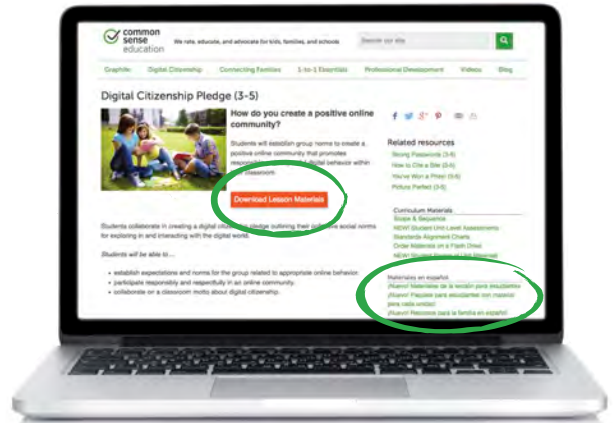
Dear LAUSD Educators,

We at **Common Sense Education** are thrilled to be partnering with Los Angeles Unified on your fourth Digital Citizenship Week, October 16-20, 2017. Outlined below are several free resources that you can use in your classroom. There are THREE ways to be involved each day the week:

1. Teach a 45-minute lesson. If time is tight, teach the one suggested specific activity from the aligned lesson.
2. Show the highlighted video and complete one activity per day.
3. Send home the corresponding Family Tips Sheet and share the other suggested family resources as you see fit.

Where do I find these materials?

- The videos and the lesson materials are bundled here (in English) or you can click through to the specific videos and lesson webpages in the below table.
- To download, save, and print materials, click on the lesson pages' red DOWNLOAD LESSON MATERIALS button.
- *Necesita materiales en español?* All of the student materials are available in Spanish. On each lesson webpage in the right-hand column, click **¡Nuevo! Materiales de la lección para estudiantes**.
- Find all English and Spanish Family Tip Sheets, here: <https://www.common sense media.org/educators/family-tip-sheets>.
- All curricular videos can be found in our **Educators Video Library**. You can download the movies or show them from our site (take into account loading time).



Some tips and tricks:

- Watch one of our professional development videos to see how other public school teachers have used the lessons in their classrooms. Visit the Best Practice videos in our **Educators Video Library**.
- If you need subtitled videos, visit our **Common Sense Educators YouTube** page.
 1. Just click on CC (closed captions), 2. Switch the "Subtitles/CC" dropdown menu from "English" to "Translate captions," and 3. Choose your language of choice.

6-8	DAY 1: Safety & Privacy	DAY 2: Password Creation	DAY 3: Cyberbullying	DAY 4: Information Literacy	DAY 5: Digital Footprint
Lessons: (45 or 15-minute options)	45-minute lesson: Safe Online Talk	45-minute lesson: Scams and Schemes	45-minute lesson: Cyberbullying: Be Upstanding	45-minute lesson: Identifying High-Quality Sites	45-minute lesson: Trillion Dollar Footprint
	15-minute activity: Teach 3: Internet Traffic Light (student handout)	15-minute activity: Teach 2: How to Catch a Phish Spotting Scams (student handout)	15-minute activity: Teach 2: Read about Bystanders Why Care? (student handout)	15-minute activity: Teach 2: Test Before You Trust (student handout)	15-minute activity: Teach 2: Select a Candidate Admissions Packet (student handout)
Video: Pause & Think Online	Video Activity 1	Video Activity 2	Video Activity 3	Video Activity 4	Video Activity 5
Family Tip Sheet	Safe Online Talk Family Tip Sheet	Online Security Family Tip Sheet	Cyberbullying Family Tip Sheet	Research & Evaluation Family Tip Sheet	Protecting and Respecting Privacy Online Family Tip Sheet



Video Activity | Digital Citizenship Week



Check out our popular video for middle and high school students, **Oversharing: Think Before You Post** (3:35). Revisit the song each day during Digital Citizenship Week, and engage your students in the following activities. Consider how you can “tech up” the activities by utilizing the quality classroom tools suggested on [Common Sense Graphite](#).

DAY 1: Watch the video, and then have a whole-group discussion or small-group discussions on the following questions:

- What was your first reaction to the video?
- Which of the Top Ten Tips stuck out to you the most? Why?
- Did the video illustrate anything you catch yourself doing online? How about things your friends do? Your parents?
- What advice was missing from the song?
- How can you strike a balance when sharing personal information online?

DAY 2: Play the video again, or share the video’s Top Ten Tips poster. Ask students to think about the positive and negative effects of social media they see in their everyday lives. Then have them create a T-chart of “Dos and Don’ts” for online behavior and etiquette.

DAY 3: Print out the lyrics from the video page and listen to the song again. Look at a few verses and ask students to identify some of the rhyme scheme (for example, Tip #6: A, A, B, B). Next, challenge them to write one verse (or more!) about oversharing online, focusing on the rhythm and rhyme. If time permits, ask students to illustrate their tips as comic strips or posters.

DAY 4: Time to perform! Print out the original lyrics and have students perform the song as a group or in small groups. Alternatively, they can sing their own lyrics (from Day 3). Consider recording the performances and sharing with families.

DAY 5: Watch the video one last time. Encourage students to think about what kind of digital footprint they want to leave online today, in five years, and in 10 years. Ask them to trace one of their feet and then decorate their “digital footprints” using words, symbols, and drawings illustrating the positive online identities they can curate going forward.

Safe Online Talk

Essential Question

How should you handle inappropriate online talk?

Lesson 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**.

Learning Objectives

Students will be able to ...

- 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

- 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
-  Preview the video, “**Perspectives on Chatting Safely Online**,” and prepared to show it to students.
- Copy the **Take Three Student Handout**, one for each student.
- Copy the **Internet Traffic Light Student Handout**, one for each student.
- Review the **Take Three Student Handout – Teacher Version**.
- Review the **Internet Traffic Light Student Handout – Teacher Version**.
- Read the **Communicating Safely Online Teacher Backgrounder (Middle School)**.

Family Resources

- Send home the **Safe Online Talk Family Tip Sheet (Middle School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.7, RI.8, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

grade 7: RI.10, W.6, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.10, W.4, W.6, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

NETS•S: 2a, 2b, 5a, 5b

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

introduction

Warm-up (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 (15 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.

▶ SHOW students the “**Perspectives on Chatting Safely Online**” video.

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.

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.

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.

POINT OUT to students that just as they follow safety rules for travel in the real world, when they go online they should follow the three safety rules you just discussed.

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.

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 **Communicating Safely Online Teacher Backgrounder** for more information.

teach 3

Internet Traffic Light (10 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.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to self-reflect in writing for one of the questions, using journals or an online blog/wiki.

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.

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.

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.

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.

Safe Online Talk

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 untrue to myself – like I’m not sticking to my values – when I talk to this person?*

If the answer is “Yes,” then this friendship is risky and it’s time to stop talking to this person. You deserve better!

Bonus Tips

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 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.

Safe Online Talk

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>		

Safe Online Talk

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 untrue to myself— like I'm not sticking to my values — when I talk to this person?*

If the answer is “Yes,” then this friendship is risky and it’s time to stop talking to this person. You deserve better!

Bonus Tips

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.



<p>Stop! Too dangerous to proceed.</p>	<p>The person you are talking to is clearly acting inappropriately, and the conversation needs to end.</p>
<p>Slow down, be cautious – and be prepared to stop.</p>	<p>Something about this conversation makes you feel uncomfortable. You’re alert for any signs of inappropriate or suspicious behavior.</p>
<p>Coast is clear (but look both ways!)</p>	<p>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.</p>

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.)

Safe Online Talk

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

Safe Online Talk

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:

Not As Risky  Very Risky	<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 home the **Safe Online Talk Family 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.
- Lanning, K. "Child Molesters: A Behavioral Analysis." 2010. National Center for Missing & Exploited Children; Office of Juvenile Justice and Delinquency Prevention.
- McBride, N. "'Stranger-Danger' Warnings Not Effective at Keeping Kids Safer." 2011. National Center for Missing & Exploited Children. www.missingkids.com.
- Subrahmanyam, K. and Šmahel, D. *Digital Youth: The Role of Media in Development*. 2011. Springer, New York.
- 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.

Safe Online Talk

1. **Marcus, a seventh grader, is chatting with Joel, a friend he knows only through an online virtual world. Joel asks Marcus if he wants to meet in person sometime. Is it okay for Marcus to agree to meet Joel in person by himself?**

- a) Yes
- b) No

2. **Alice is friends with someone who she only knows through an online chat room. Alice knows that when she makes an online-only friend, she needs to be careful. Alice's online friend asks the following three questions. Which question should Alice not answer?**

- a) What bands do you like most?
- b) Will you promise to keep our friendship secret?
- c) Isn't it cool that we like the same TV shows?

3. **True or false: Flirting with somebody you meet online is safe, as long as you are in control of the situation.**

- a) True
- b) False

Safe Online Talk

1. Marcus, a seventh grader, is chatting with Joel, a friend he knows only through an online virtual world. Joel asks Marcus if he wants to meet in person sometime. Is it okay for Marcus to agree to meet Joel in person by himself?

- a) Yes
- b) No**

Answer feedback

The correct answer is **b**, No. It is never okay to meet someone you only know online by yourself. If Marcus wants to meet Joel, he should talk to a parent or guardian about it.

2. Alice is friends with someone who she only knows through an online chat room. Alice knows that when she makes an online-only friend, she needs to be careful. Alice's online friend asks the following three questions. Which question should Alice not answer?

- a) What bands do you like the most?
- b) Will you promise to keep our friendship secret?**
- c) Isn't it cool that we like the same TV shows?

Answer feedback

The correct answer is **b**. When you are speaking to an online-only friend, you should always be careful about sharing too much information. However, sharing private information or being asked to keep a friendship a secret are definite warning signs.

3. True or false: Flirting with somebody you meet online is safe, as long as you are in control of the situation.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. Flirting with someone that you met online can be risky, no matter what. If an online stranger starts flirting with you, it's a warning sign that you should stop the conversation.

Scams and Schemes

Essential Question

What is identity theft, and how can you protect yourself from it?

Lesson Overview

Students learn strategies for guarding against identity theft and scams that try to access their private information online. They learn what identity theft is, what kinds of information identity thieves want, and what can be done with that information. Students then analyze phony emails and identify tricks that identity thieves use online. Finally, they create a phishing email that includes the features that they have learned about, and see if classmates can identify the scams.

Learning Objectives

Students will be able to ...

- understand what identity theft is and why it is important to guard against it.
- learn to recognize strategies that scam artists use to access private information.
- learn how to guard against phishing and identity theft.

Materials and Preparation

- Paper and markers or colored pencils (or computers with Microsoft Office if you are using the high-tech option in Teach 3).
- Copy the **Spotting Scams Student Handout**, one for each student.
- Review the **Spotting Scams Student Handout – Teacher Version**.

Family Resources

- Send home the **Online Security Family Tip Sheet (Middle & High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 7: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 8: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.6

NETS-S: 1a-c, 2a, 2d, 4a, 4d, 5a, 6a

Key Vocabulary –

scam: an attempt to trick someone, usually with the intention of stealing money or private information

identity theft: a type of crime in which your private information is stolen and used for criminal activity

vulnerable: in a position that makes it easier for you to be harmed or attacked

phishing: when people send you phony emails, pop-up messages, social media messages, texts, calls, or links to fake websites in order to hook you into giving out your personal and financial information

introduction

Warm-up (5 minutes)

DEFINE the Key Vocabulary term **scam**.

ASK:

Do you know someone who has been scammed? What happened?

Students might tell stories of instances in which someone has been convinced to send someone else money or purchase a fake or bad product.

What is the purpose of a scam? What tricks do people use to carry out a scam?

Students should understand that the ultimate purpose of a scam is to get someone to give the scammer money, or information that can help the scammer steal money, such as a credit card number, ATM code, or password. To accomplish this, scammers tell lies and often pretend to be someone they are not.

Can people get scammed on the Internet? How?

Allow students to tell stories of friends or relatives who have been scammed online. Then encourage them to revisit what they know about scams, and how they might be used online.

Sample responses:

- Someone can be tricked into buying a bad or fake product online
- Someone can be lured into sharing information that a scammer can use to steal from them

EXPLAIN to students that they will be learning about a variety of online scams, including which kinds of information scammers look for, and how that information can be used. They will also learn how to protect themselves against online scams.

teach 1

What Is Identity Theft? (10 minutes)

POINT OUT to students that people who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name.

DEFINE the Key Vocabulary term **identity theft**.

ASK: *Can you guess what kinds of personal information identity thieves might look for?*

REVIEW the list below with students. Emphasize that identity thieves look for any information that might help them pretend to be their victims. Write the list on the board or have students take notes.

- Full name
- Date of birth and where you were born
- Current and previous addresses and phone numbers
- Driver’s license or passport number
- Account numbers and the companies where you hold accounts (e.g., Amazon, PayPal, etc.)
- Passwords
- Social Security number

DEFINE the Key Vocabulary term **vulnerable**.

EXPLAIN that *anyone* is vulnerable to an online scam. Although teens might not think they’re at risk, there are a few important reasons why they are vulnerable to identity theft – and why it matters. Cover the following points:

- Identity thieves look for “clean” Social Security numbers that haven’t yet been used to get credit. They target teens and kids, who often have Social Security numbers that have no credit history yet. Identity thieves might sell or use these numbers, which would allow someone else to get a credit card or loan and build up debt under your name.
- Being a victim of identity theft can ruin your financial future and your ability to obtain loans and purchase things. For example, it could affect your ability to get a student loan for college or a loan to buy a car.
- In addition, if you use your parents’ accounts and credit cards online, or fill out forms with your parents’ information, you are sharing information that could potentially put your parents’ identities at risk.
- It can take months, even years, to recover your identity if it’s stolen. Cleaning up such a mess takes a lot of time and energy, and it can also be expensive.

teach 2

How to Catch a Phish (15 minutes)

ASK:

How do you think identity thieves might try to get your information?

Encourage students to share some responses, even if they have not previously encountered identity theft.

DEFINE the Key Vocabulary term **phishing**.

EXPLAIN to students that the best way to avoid phishing scams is to be skeptical about any online request for personal information. It’s also good to be skeptical of online messages or posts from friends that seem out of character for them, which is a warning sign that their accounts have been hacked. There are clues that can help students spot phishing, and they will learn some of these in the next part of the lesson by studying one type of phishing scam: a phony email message.

DIVIDE students into pairs.

DISTRIBUTE the **Spotting Scams Student Handout**, one per student.

READ aloud the instructions found on the **Spotting Scams Student Handout – Teacher Version**, and share with students the extended explanation of each feature of a phishing email.

INSTRUCT student pairs to complete the handout together. When students are done, have two pairs get together to exchange their handouts and compare their answers.

INVITE volunteers to share their answers with the class. Use the **Spotting Scams Student Handout – Teacher Version** for guidance.

REMIND students that phishing emails can be very convincing, and some may not contain many of the clues they just learned about. So it's smart to distrust any email that asks them to provide private information.

teach 3

Protect Yourself from Online Scams (10 minutes)

TELL students that if they ever encounter something online that they believe might be a phishing scam, they should observe the following rules:

- Avoid opening the message or email in the first place.
- Don't click on any links or download any attachments. They might contain viruses or spyware.
- Don't reply.
- Mark as "junk mail" or "spam" for your email provider, or report it to your social network site.
- If you are concerned about an account you have with a company, contact its customer service by phone. Make sure you verify the company's contact information elsewhere online first.

TELL students that they can also protect themselves from Internet scams by learning how identity thieves think. They will create a phishing email, or some other form of online or mobile scam, using what they learned about phishing scams.

Optional: You may wish to show students examples of real phishing emails from Consumer Fraud Reporting before students create their own examples (http://www.consumerfraudreporting.org/phishing_examples.php). Some examples of popular scams on Facebook can be found in the online Huffington Post article, "Facebook Scams You Need to Know About" (www.huffingtonpost.com/2011/05/22/facebook-scams-hacks-attacks_n_864906.html#s281483&title=Fake_Page_Spam).

INSTRUCT students to choose at least four of the eight features of a phishing email listed in their **Spotting Scams Student Handout**. Have them create a phishing email that demonstrates the four features they choose to highlight.

INVITE students to present their examples to the class. Classmates can try to identify which features tipped them off to the fact that this is a phishing email. Alternatively, students can trade examples with a partner and try to spot each other's scam.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What kinds of information do identity thieves look for? Why?

Students should respond with examples of private information, such as full name, address, date of birth, account numbers, and passwords. Identity thieves try to use this information in order to “re-create” someone’s identity for unlawful purposes, mainly to secure loans and buy things.

How do thieves try to get at your information?

Thieves use phishing to try to get at people’s personal information. Have students discuss some of the features of phishing they learned about.

What can you do to avoid falling for online scams?

Students should remember to be suspicious of any online communication that asks for private information, or that seems out of character for a friend to have sent or posted. Students should know not to reply to such messages, not to click on any links or attachments, and to report the message as spam or junk to their email provider or social network site. If they are concerned about one of their accounts, they should call the company’s customer service department using a number they found elsewhere online – not within the message they received.

WRITE the following URL and email address below on the board. Tell students that they can go to www.ftc.gov/idtheft for help if they, or their parents, find their identities have been stolen. Students can also forward any spam emails they receive to spam@uce.gov.

Scams and Schemes

Directions

Each of the following email messages is an example of a phishing scam. Read the features of a phishing email below. Then circle or highlight any examples of those features in each of the three messages. List the features in the blank spaces provided, and draw a line connecting each feature to the part of the email it relates to.

Features of a Phishing Email

- Need to verify account information
- Sense of urgency
- Spelling errors
- Alert that your account is in trouble
- Link in email or attachment
- Too good to be true
- Generic greeting

Email Message

From: no_reply@emailinternet.chase.com
Subject: Account Status

Attention US Bank Customer,

Due to a recent security check on your account, we require you to confirm your details. Failure to do so within 24 hours will lead to account suspension. Sorry for the inconvenience.

[Click here to confirm your account](#)

Regards,
 US Bank Online Customer Service

This email has been sent by US Bank.

Phishing Features

Email Message

From: custservice@paypalonline.com
Subject: We've Limited Your Account

Dear PayPal User,

We recently noticed one or more attempts to log into your account from a foreign IP address. For security reasons, we have limited access to your account.

If you did not initiate the log ins, please visit PayPal Online urgently perform the steps necessary to verify you are the account holder. Performing this action will lift the limited access and restore your account.

<https://www.paypal.com/us/cvi-limit/webscr?-run>

Sincerely,
PayPal Security and Theft

Phishing Features

From: Swiss International Lottery
Subject: Award Notification

Dear [Firstname Lastname],

Congratulations! You may receive a certified check for up to \$500,000,000 U.S. Cash! One lump sum! Tax free! Your odds of winning are 1-6. Hundreds of U.S. citizens win every week using our secret system! You can win as much as you want!

If you choose to receive your winnings please contact IMB INSURANCE & BROKERS. They will use their diplomatic courier service to deliver your check. Please contact them with the following details below:

Company name: IMB INSURANCE & BROKERS

Address: Geneva, Switzerland

Contact Person: Mr. Alexander Caspari
(Director Foreign Remittance Department)

Direct Tell: +44-802 655 4889

Fax: +44-802 655 4890

Direct Email: ACaspari@IMBInsurancebrokers.com

Congratulations again!

Marcus Gohl

Scams and Schemes

Directions

Each of the following email messages is an example of a phishing scam. Read the features of a phishing email below. Then circle or highlight any examples of those features in each of the three messages. List the features in the blank spaces provided, and draw a line connecting the feature to the part of the email it relates to.

Features of a Phishing Email

Need to verify account information: Phony emails will try to trick you into giving up account information or passwords, or clicking on a phishing link where you fill out information that identity thieves can collect and use. Usually what they're asking for doesn't make sense if you think about it, because they should already have that information!

Sense of urgency: When the message says you only have a limited time to respond, it is often the sign of a scam.

Spelling errors: Scam emails often include spelling and grammatical errors. A real company would not send out messages containing such errors.

Alert that account is in trouble: Identity thieves try to make you worry that something is wrong with your account, so you will feel you must immediately respond to the email to fix it.

Link in email or attachment: Phishing emails often have a link within the email or an attachment that you are urged to click on. This link can lead you to a site or form where you (unknowingly) give your information to criminals. You should never respond to or click on links in such emails. Instead, go directly to the main website, and from there check your account.

Too good to be true: Scam emails often offer things that are too good to be true, like the easy chance to win free money or prizes.

Generic greeting: You might see a generic greeting that does not personally address you. Reputable companies send emails where they address their customers by name.

Email Message

Phishing Features

From: no_reply@emailinternet.chase.com
Subject: Account Status

Attention US Bank Customer,

Due to a recent security check on your account, we require you to confirm your details. Failure to do so within 24 hours will lead to account suspension. Sorry for the inconvenience.

[Click here to confirm your account](#)

Regards,
US Bank Online Customer Service

This email has been sent by US Bank.

- Generic greeting
- Need to verify account info
- Sense of urgency
- Spelling errors
- Link in email

From: custservice@paypalonline.com
Subject: We've Limited Your Account

Dear PayPal User,

We recently noticed one or more attempts to log into your account from a foreign IP address. For security reasons, we have limited access to your account.

If you did not initiate the log ins, please visit PayPal Online urgently perform the steps necessary to verify you are the account holder. Performing this action will lift the limited access and restore your account.

<https://www.paypal.com/us/cvi-limit/webscr?-run>

Sincerely,
PayPal Security and Theft

- Account is in trouble
- Spelling errors
- Need to verify account info
- Sense of urgency
- Link in email

From: Swiss International Lottery
Subject: Award Notification

Dear [Firstname Lastname],

Congratulations! You may receive a certified check for up to \$500,000,000 U.S. Cash! One lump sum! Tax free! Your odds of winning are 1-6. Hundreds of U.S. citizens win every week using our secret system! You can win as much as you want.

If you choose to receive your winnings please contact IMB INSURANCE & BROKERS. They will use their diplomatic courier service to deliver your check. Please contact them with the following details below:

Company name: IMB INSURANCE & BROKERS

Address: Geneva, Switzerland

Contact Person: Mr. Alexander Caspari
(Director Foreign Remittance Department)

Direct Tell: +44-802 655 4889

Fax: +44-802 655 4890

Direct Email: ACaspari@IMBInsurancebrokers.com

Congratulations again!

Marcus Gohl

Generic greeting

Too good to be true

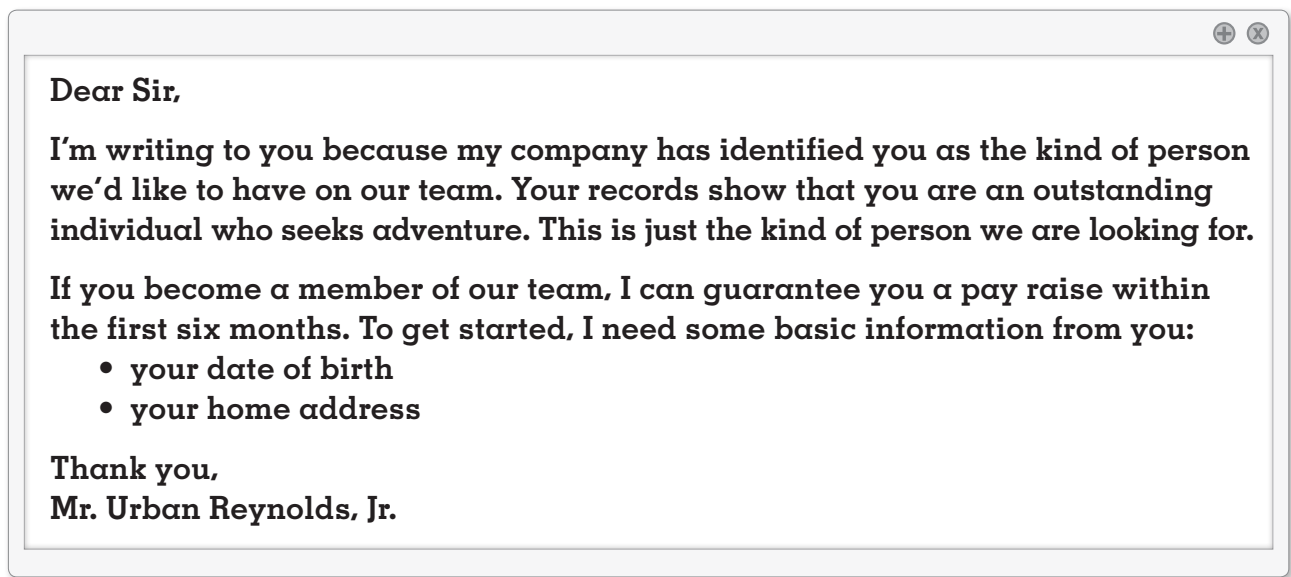
Link in email

Scams and Schemes

1. A type of crime in which your private information is stolen and used for criminal activity is called:

- a) Identification
- b) Identity theft
- c) Burglary

2. Evan sees the following message in his inbox:



Which of the following is NOT a warning sign that this message is a scam:

- a) The offer sounds too good to be true
- b) It asks Evan for his private information
- c) Evan is addressed as "Sir"

3. Sara finds a message on her phone that she thinks might be a scam. She should:

- a) Forward the message to her friends to see if they think it's a scam too
- b) Reply and ask the sender not to send more mail
- c) Delete the message

Scams and Schemes

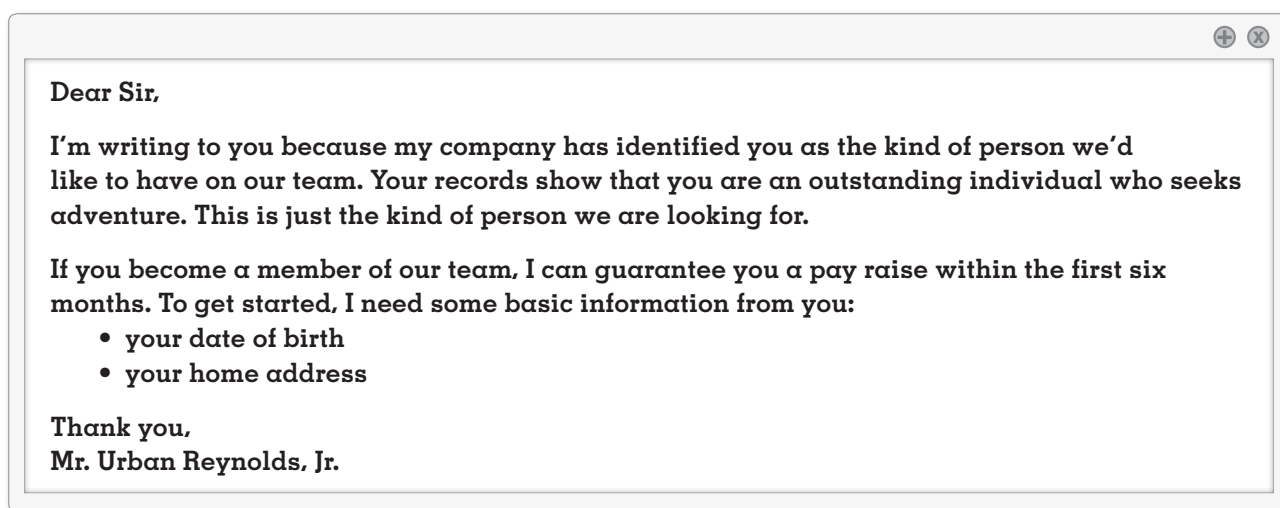
1. A type of crime in which your private information is stolen and used for criminal activity is called:

- a) Identification
- b) Identity theft**
- c) Burglary

Answer feedback

The correct answer is **b**. You can help protect yourself from identity theft by watching out for online offers designed to trick you, and by guarding your private information.

2. Evan sees the following message in his inbox:



Which of the following is NOT a warning sign that this message is a scam:

- a) The offer sounds too good to be true
- b) It asks Evan for his private information
- c) Evan is addressed as "Sir"**

Answer feedback

The correct answer is **c**. Offers that seem too good to be true or that ask for private information may be scams. These kinds of messages should be marked as spam and deleted.

3. Sara finds a message on her phone that she thinks might be a scam. She should:

- a) Forward the message to her friends to see if they think it's a scam too
- b) Reply and ask the sender not to send more mail
- c) Delete the message**

Answer feedback

The correct answer is **c**. If Sara thinks the message might be a scam, she should delete it.

Cyberbullying: Be Upstanding

Essential Question

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

Lesson 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.

Learning Objectives

Students will be able to ...

- 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

- Drawing paper and markers (for all students)
- Copy the **Why Care? Student Handout**, one per group of four or five.

Family Resources

- Send home the **Cyberbullying Family Tip Sheet (Middle School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.2, RI.3, RI.7, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

grade 7: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

NETS•S: 2a, 2b, 5a, 5d

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

introduction

Warm-up (10 minutes)

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

How can you show bravery if someone is being cyberbullied and you are a witness?

Note: You may wish to 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.

Sample responses:

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

DEFINE the Key Vocabulary terms **bystander**, **upstander**, and **empathize**.

DISCUSS the following qualities associated with upstanders:

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 (15 minutes)

DISTRIBUTE the **Why Care? 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 (15 minutes)

HAVE students complete the **Why Care? Student Handout**, and follow up with a class discussion.

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.

POINT OUT that 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.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What kinds of online behaviors could be considered cyberbullying?

Posting someone else's video without permission, leaving cruel comments on a website.

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.

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.

Cyberbullying: Be Upstanding

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.

Cyberbullying: Be Upstanding

1. An upstander is someone who:

- a) Takes action and stands up for someone who is being cyberbullied
- b) Goes along with what a cyberbully is doing because of peer pressure
- c) Ignores what a cyberbully is doing

2. Lali tells Gloria that she keeps receiving mean messages on her cell phone. “That must make you feel awful,” Gloria says. “Do you want to talk about it?” True or false: Gloria is showing Lali empathy.

- a) True
- b) False

3. Alina notices that a classmate keeps posting rude comments about her friend Mike on a blog. What could Alina do to become an upstander?

- a) Show Mike support
- b) Ask her classmate to delete the posts
- c) Both a and b

Cyberbullying: Be Upstanding

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- a) Takes action and stands up for someone who is being cyberbullied**
- b) Goes along with what a cyberbully is doing because of peer pressure
- c) Ignores what a cyberbully is doing

Answer feedback

The correct answer is **a**. An upstander is someone who helps a target when they see cyberbullying occur.

2. Lali tells Gloria that she keeps receiving mean messages on her cell phone. “That must make you feel awful,” Gloria says. “Do you want to talk about it?” True or false: Gloria is showing Lali empathy.

- a) True**
- b) False

Answer feedback

The correct answer is **a**, True. When you empathize with someone, you try to understand how that person might be feeling.

3. Alina notices that a classmate keeps posting rude comments about her friend Mike on a blog. What could Alina do to become an upstander?

- a) Show Mike support
- b) Ask her classmate to delete the posts
- c) Both a and b**

Answer feedback

The correct answer is **c**. An upstander tries to make things better for a target of cyberbullying.

Identifying High-Quality Sites

Essential Question

When can you trust what you find on the Internet?

Estimated time: 45 minutes

Lesson Overview

Students explore the idea that anyone can publish on the Internet, so not all sites are equally trustworthy. They need to carefully evaluate the sites they use for research, and then decide which ones they can trust.

As a class, students discuss how print materials (books and newspaper or magazine articles) are published. Then they compare and contrast this process with publishing on the Internet, learning that there are no built-in checks for accuracy or quality on the Internet. Because of this, they must use their own criteria to judge the trustworthiness and usefulness of websites.

Standards Alignment –

Common Core:

grade 6: RI.2, RI.3, RI.7, RI.8, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 7: RI.2, RI.3, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.2, RI.8, RI.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

NETS•S: 3b, 3c, 3d, 4c

Learning Objectives

Students will be able to ...

- understand how the ease of publishing on the Internet might affect how much they can trust the content of some sites.
- learn criteria that will help them evaluate websites.
- apply the criteria to a site to determine how trustworthy and useful it is.

Key Vocabulary –

trustworthy: accurate and dependable

publish: to present a finished piece of work to the public

evaluate: to carefully examine something to figure out its value

criteria: standards on which you base a judgment

Materials and Preparation

- Preview the images and slideshow from the Huffington Post article “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast.” Prepare to show them to students. (www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-internet-northeast_n_2041283.html).

Note: Depending on what news stories are trending, the Huffington Post may feature controversial sidebar content on its site. You can work around this by presenting the Hurricane Sandy slideshow in full-screen mode, or by taking screen shots of the “real” photos and show them to students offline. Alternatively, you can explore Snopes.com’s “Hurricane Sandy Photographs” as a class and modify the discussion questions accordingly (www.snopes.com/photos/natural/sandy.asp).

- Review the **Test Before You Trust Student Handout – Teacher Version**. Preview the sites listed on the handout, and read through the discussion questions and the Website Test that students will perform.
- Copy the two-page **Test Before You Trust Student Handout**, one for each pair of students.

Family Resources

- Send home the **Research and Evaluation Family Tip Sheet (Middle & High School)**.

introduction

Warm-up (10 minutes)

SHOW students a few photos from the “Hurricane Sandy” slideshow, found at the bottom of the page of the Huffington Post article, “Fake Hurricane Sandy Photos Spread On Internet As Storm Barrels Toward Northeast” (www.huffingtonpost.com/2012/10/29/fake-hurricane-sandy-photos-internet-northeast_n_2041283.html).

Note: This slideshow shows *real* photos from Hurricane Sandy. You’ll want to show these real photos to students first, before showing them the fake ones featured in the rest of the online article. If you decide to use Snopes.com’s “Hurricane Sandy Photographs” instead (www.snopes.com/photos/natural/sandy.asp), read the “Origins” paragraph as a class and have students analyze a few of the photos listed.

ASK:

What kind of role do you think the Internet played in helping people learn about Hurricane Sandy?

Guide students to recognize that the Internet played a big role in helping people stay informed about Hurricane Sandy. Many people posted photos online (like the ones in this slideshow) to help illustrate the impact that the hurricane had on the Northeast. Others turned to online news sources to help learn about the hurricane’s status and the damage it had done. People who were affected by the hurricane also used sites like Facebook and Twitter to update others on how they were doing.

SHOW students the image of the Tomb of the Unknown Soldier at the top of the article page. Click on the image.

TELL students that this is an example of a Tweet that someone shared during the hurricane. Invite a student volunteer to read the image’s caption out loud (“AMAZING PHOTO: Even a hurricane won’t keep the honor guard from the Tomb of the Unknown Soldier this morning.”)

ASK:

What if I told you that this photo wasn’t actually taken during Hurricane Sandy?

Students’ reactions will vary.

EXPLAIN to students that this photo was actually taken a month earlier than when the hurricane hit. Taken out of context, the photo went viral online and was even picked up by major news outlets like NPR and the Washington Post. People misinterpreted it to be a snapshot of the hurricane.

INVITE students to share their reactions to this photo and the way it went viral. (You may also choose to show other “fake” photos of the hurricane that are featured on the site.) Encourage them to consider how this kind of mistake can easily happen online.

teach 1

Can Anyone Be an Author? (10 minutes)

DEFINE the Key Vocabulary term **publish**.

INTRODUCE students to the idea that the Internet has made it easy for anyone to become an “author” and “publish” information for other people to read.

ASK:

How is the process of publishing printed material (newspapers, magazines, books) different from publishing on the Internet?

Although many websites are written by people with expertise on a particular topic, this isn't always the case throughout the Internet. Sometimes people who create or post on blogs do not have a background in the subject matter, and there is no editor to hold them to a high standard. By contrast, most respected book publishers and newspaper editors look for authors who know a lot about their subjects. They also have skilled editors and fact checkers who review the information in these publications for mistakes.

DEFINE the Key Vocabulary term **trustworthy**.

POINT OUT to students that people who create or post on blogs and other websites are not necessarily experts in the subject. Their "facts" may not be true. They often don't fix errors when some are found. They may pretend that their opinions are facts. They may even choose to include unkind or harmful statements.

INVITE students to name an article they might want to write for a school magazine or a website for kids. Are they qualified to be authors of that article? Why or why not? Explain to students that to be a reliable author, they don't need to have advanced degrees or important jobs. They just need to know a lot about their subject, have trustworthy sources of information on their subject, and check their facts carefully.

teach 2

Test Before You Trust (20 minutes)

EXPLAIN to students that, while there are generally fewer rules about what can and can't be published on the Internet, there are a growing number of sites that have high standards for publishing information. Therefore, though it is important to use a critical eye when looking at websites, you shouldn't automatically assume that online information is incorrect or of lesser quality than information in books or newspapers.

DEFINE the Key Vocabulary terms **evaluate** and **criteria**.

EXPLAIN to students that it's important to know how to evaluate information online to make sure that it's trustworthy. Tell them that they are going to learn some criteria for evaluating high-quality websites, which is especially helpful for research projects.

DIVIDE students into pairs. If your class has access to a limited number of computers, you may assign two or more pairs to work at the same computer and look at the same website; each pair should complete its own handout.

DISTRIBUTE the **Test Before You Trust Student Handout**, one for each student. Refer to the **Test Before You Trust Student Handout – Teacher Version** for instructions on how to guide students through this part of the lesson. Students will evaluate assigned websites based on a 30-point test, then score their sites and discuss the results.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

How do you know whether you can trust the information you find on a website?

Sample responses:

- The author is an expert and received awards.
- The site is run by a respected organization or type of website (e.g., .gov, .edu).
- It comes from a well-known newspaper.
- I got there from a link on another site that I trust.

Why should you be careful to evaluate websites before using their information in research projects?

Anyone can publish material of any quality on the Internet. If students' sources are reliable, then their research projects won't contain inaccurate information.

Do you think that you could apply what you have learned to sites that aren't just for school research, such as a site about your favorite singer or sports team?

Students should recognize that they can use the Website Test to evaluate the quality of all different kinds of websites, not only ones for school purposes.

Identifying High-Quality Sites

Name of Site

URL

Website Test

Purpose of the Site	Circle one	Add details to explain
1. Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	YES NO	
2. Is the site free of advertising?	YES NO	
3. If there are ads, is it easy to tell the difference between ads and content?	YES NO	
4. Is the site sponsored by any organizations?	YES NO	
5. Is it clear who the site is for? (for example, college students or young children)	YES NO	
6. Is the tone calm and fair? (Sites that are mean and angry may not be good sources of information.)	YES NO	
7. Is the site open to everyone? (no age requirements, fees, passwords, or registration)	YES NO	
8. Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	YES NO	



Trustworthiness of the Author	Circle one	Add details to explain
9. Is the author identified by name?	YES NO	
10. Is the place the author works or the organization he/she belongs to given?	YES NO	
11. Is the author's biography provided, and does he/she have credentials related to the subject of the site?	YES NO	
12. Has the author or site received any respected awards?	YES NO	
13. Was this site recommended by a site you trust? (for example, by a homework help site)	YES NO	
14. Are sources given for statistics?	YES NO	
15. Can the author be contacted if you have questions? (by email, street address, or phone number)	YES NO	
16. Is the site free of spelling, typographical, and grammatical errors?	YES NO	
Usefulness of Information	Circle one	Add details to explain
17. Does the site have enough information for your research?	YES NO	
18. Is most of the information on the site useful for your research? (If not, it may be hard to find what you need.)	YES NO	
Up-to-Date Information	Circle one	Add details to explain
19. Can you find the date the article, page, or site was created?	YES NO	

20. Can you find the date it was last revised?	YES NO	
21. Do all the links lead to active pages? (no dead links)	YES NO	
Ease of Use	Circle one	Add details to explain
22. Can you understand the text?	YES NO	
23. Is the type easy to see?	YES NO	
24. Do the titles and headings give a clear idea of the content?	YES NO	
25. Are there photos, maps, charts, or other illustrations that help you understand the information?	YES NO	
26. Is there a site map?	YES NO	
27. Is there a tool for searching the site?	YES NO	
28. Is there a “what’s new” feature?	YES NO	
29. Are links labeled clearly?	YES NO	
30. Do pages load quickly?	YES NO	

How many times did you circle YES? _____ out of a total of 30

Score your site!

25 – 30: You’ve got a winner! You can trust the information on your site, and it’s easy to use, too!

15 – 25: Proceed with caution. If you use any information from your site, be sure to fact-check it on a site you can trust. You can also quote the author’s opinion, but make sure you say that’s what it is.

0 – 15: Sorry, your site is a dud. It isn’t safe to use this site as a source of information, so find a better one.

Identifying High-Quality Sites

Directions

Before you begin the lesson, you may wish to preview each of the sites at the end of this handout. They contain tips that may help you prepare for the activity.

DIVIDE students into pairs and distribute copies of the **Test Before You Trust Student Handout**. Explain to students that they will **evaluate** websites to see if they are **trustworthy** sources of information for their research.

GUIDE students through the **Test Before You Trust Student Handout**. A copy of the handout appears on the following pages. Discuss each of the criteria, making sure that students understand what it means, and what to look for in a site to answer the questions.

EXPLAIN to students that the subject of their research is year-round education, also called year-round schooling. In most schools in the United States, students go to school for ten months in a row, then they have two months off. But some schools now operate on a different schedule: Students attend school for two or three months, and then have a shorter break. People have different opinions about year-round education. Kids don't have summers off. Some people think this is a great idea and has a lot of advantages; some think it's a terrible idea, with many more disadvantages. When the kids look at their websites, they will probably find lots of opinions about this issue, along with some facts.

Note: Make sure students understand that they will not actually be writing a paper about year-round education. Their purpose is to figure out whether the website they are viewing is a reliable and useful source of information on this subject. To do this, they will be giving their websites a "test."

ASSIGN each pair or group one of the websites listed at the end of this handout in the Site Preview. Allow 15 to 20 minutes for groups to complete and score their Website Tests.

ENCOURAGE students to write their observations in the "Add details to explain" column, reminding them that there are no correct or incorrect responses in this area. Assist students who are having difficulty with evaluating sites, using the tips outlined in the Site Preview.

INVITE students to share their sites' test scores, and explain why they would or would not use that site for research.

Website Test – Teacher Version

See the Site Preview at the end of the document for descriptions of the websites.

Purpose of the Site	Circle one	Add details to explain
1. Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	YES NO	
2. Is the site free of advertising?	YES NO	
3. If there are ads, is it easy to tell the difference between ads and content?	YES NO	
4. Is the site sponsored by any organizations?	YES NO	
5. Is it clear who the site is for? (for example, college students or young children)	YES NO	
6. Is the tone calm and fair? (Sites that are mean and angry may not be good sources of information.)	YES NO	
7. Is the site open to everyone? (no age requirements, fees, passwords, or registration)	YES NO	
8. Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	YES NO	

Trustworthiness of the Author	Circle one	Add details to explain
9. Is the author identified by name?	YES NO	
10. Is the place the author works or the organization he/she belongs to given?	YES NO	
11. Is the author's biography provided, and does he/she have credentials related to the subject of the site?	YES NO	
12. Has the author or site received any respected awards?	YES NO	
13. Was this site recommended by a site you trust? (for example, by a homework help site)	YES NO	
14. Are sources given for statistics?	YES NO	
15. Can the author be contacted if you have questions? (by email, street address, or phone number)	YES NO	
16. Is the site free of spelling, typographical, and grammatical errors?	YES NO	
Usefulness of Information	Circle one	Add details to explain
17. Does the site have enough information for your research?	YES NO	
18. Is most of the information on the site useful for your research? (If not, it may be hard to find what you need.)	YES NO	
Up-to-Date Information	Circle one	Add details to explain
19. Can you find the date the article, page, or site was created?	YES NO	

20. Can you find the date it was last revised?	YES	NO	
21. Do all the links lead to active pages? (no dead links)	YES	NO	
Ease of Use	Circle one		Add details to explain
22. Can you understand the text?	YES	NO	
23. Is the type easy to see?	YES	NO	
24. Do the titles and headings give a clear idea of the content?	YES	NO	
25. Are there photos, maps, charts, or other illustrations that help you understand the information?	YES	NO	
26. Is there a site map?	YES	NO	
27. Is there a tool for searching the site?	YES	NO	
28. Is there a “what’s new” feature?	YES	NO	
29. Are links labeled clearly?	YES	NO	
30. Do pages load quickly?	YES	NO	

How many times did you circle YES? _____ out of a total of 30

Score your site!

25 – 30: You’ve got a winner! You can trust the information on your site, and it’s easy to use, too!

15 – 25: Proceed with caution. If you use any information from your site, be sure to fact-check it on a site you can trust. You can also quote the author’s opinion, but make sure you say that’s what it is.

0 – 15: Sorry, your site is a dud. It isn’t safe to use this site as a source of information, so find a better one.

Site Preview

It would be helpful to preview the following sites before you begin the lesson. The tips may help you prepare for the lesson.

1. Wikipedia: Year-round School

http://en.wikipedia.org/wiki/Year-round_school

Students who use Wikipedia should gain some understanding of the process through which Wikipedia entries are composed and revised. The “author” of a Wikipedia entry is not a single individual, but a large community of volunteers who work from their own computers. Because a large community “polices” and edits Wikipedia entries, the information is usually as accurate as any other encyclopedia. But anyone can change an entry at any time, and it may take some time for the community to catch an error. Students who use Wikipedia should always factcheck their information against a second source. In any case, students should never use an encyclopedia as the only source for their research.

2. PBS NewsHour: Year-Round School Commits to Students from Middle School to Last Day of College

http://www.pbs.org/newshour/bb/american-graduate/july-dec12/scholars_08-21.html

This site is a special “extra” for students from the PBS show *NewsHour*. PBS is generally considered a sound source of information on any issue, and *NewsHour* is one of the nation’s most respected news shows. Students should understand that in this case the show, rather than an individual, is the “author.” The Public Broadcasting System is free of advertising, though it does receive grants from the government and foundations; however, these are not supposed to influence its content. Because this feature is specifically meant for students, they may find it especially accessible and useful, as well as reliable.

3. About.com Year-Round Education: Pros and Cons

<http://712educators.about.com/cs/reformtime/a/yearrounded.htm>

“About” is a reputable directory site. Its authors and editors have some expertise in the subjects they write about, and they are charged with providing a balanced discussion of those subjects. This article clearly presents both sides of the issue. The site is supported by ads, but these are clearly labeled. (You may wish to make sure students understand that “sponsored links” are a form of advertising; they are placed in prominent positions on the site because someone pays to put them there.)

4. Family Education: Year-Round Schooling

<http://school.familyeducation.com/experimental-education/educational-innovation/36099.html>

Family Education is a website geared toward parents and families. In its articles on educational issues, the site seeks to present a balanced viewpoint. The site’s “Expert Advice” section uses well-qualified authors, but in this case the list of “pros and cons” seems to lean heavily toward the pros. The site is supported by advertising, and it is not always easy to tell where the content ends and the advertising begins. For example, users have to bypass an ad to get to the second layer of content, and a list of the “Top Ten Birthday Gifts for Teenagers” has links to particular products to buy. However, there does not appear to be any advertising related to the issue of year-round schooling. This is a useful site that students may nonetheless want to approach with some skepticism because of its commercial ties and occasional lack of balance.

5. The National Association of Year-Round Education

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

This site and the one that follows are entirely dedicated to the issue of year-round schooling. This site takes a clear position in favor of year-round education. The site uses experts and factual material as well as opinions to back up its position. However, there may also be experts and factual material that supports the opposite position. If students wish to use the information on this site at all, they also need to find other sources to give their research balance.

6. Stop Year-Round School

<http://summermatters.com>

This site is run by a group strongly opposed to year-round education. It reflects a local battle over the issue in the schools in Auburn, Alabama. The site uses some fairly negative language to describe the opposing position. It does present some studies and some statements from experts to support its opinions, but it is one-sided. Students should understand that sites like these are important to community organizing on an issue. They are also useful for identifying the arguments on one side of the issue, but they are not a reliable source of balanced information.

7. *The New York Times*: “Classes the Year Round Pass the Test for Many”

<http://www.nytimes.com/1989/11/08/us/education-classes-the-year-round-pass-the-test-for-many.html>

This article is by a reputable reporter at a leading newspaper, *The New York Times*, and its facts are trustworthy. However, most of the people interviewed for this article support year-round education. The school chosen as a model in this article has found year-round schooling very successful. Again, students will want to be aware that factual articles can nonetheless contain a great deal of opinion, and may not always present the full picture. In addition, this article is more than 20 years old, which means it does not contain the latest facts and research on this issue.

Identifying High-Quality Sites

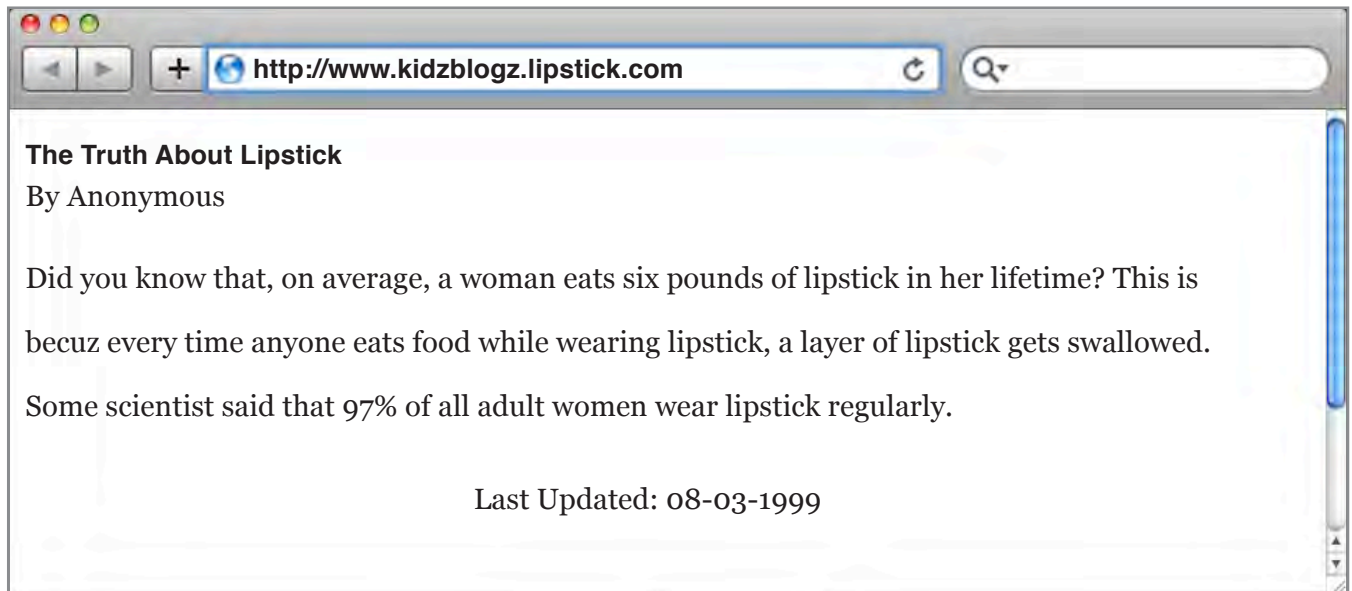
1. Which answer is a warning sign that a website might NOT have trustworthy information?

- a) The author is an expert
- b) The information comes from the site of a well-known newspaper
- c) It is not clear who the author is

2. True or false: Only experts can post things on the Internet, so everything you read online has been put there by people who know what they are talking about.

- a) True
- b) False

3. You and your friend Darren are partners for a science research project. Darren sends you a link to a website, but you don't think it's very good. Circle at least three things on the site that DO NOT seem trustworthy.



Identifying High-Quality Sites

1. Which answer is a warning sign that a website might NOT have trustworthy information?

- a) The author is an expert
- b) The information comes from the site of a well-known newspaper
- c) It is not clear who the author is**

Answer feedback

The correct answer is **c**. If you can't figure out the author of a website, you should wonder if its information is correct.

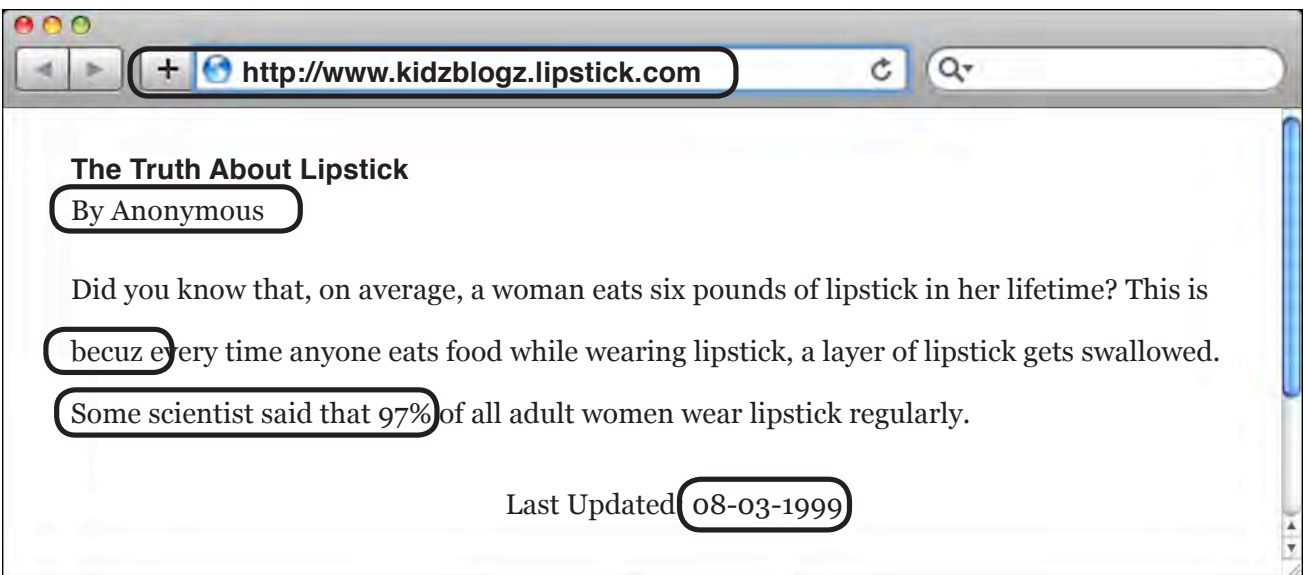
2. True or false: Only experts can post things on the Internet, so everything you read online has been put there by people who know what they are talking about.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. Anyone can put things on the Internet, so you need to make sure that what you are reading is true.

3. You and your friend Darren are partners for a science research project. Darren sends you a link to a website, but you don't think it's very good. Circle at least three things on the site that DO NOT seem trustworthy.



Trillion Dollar Footprint

Essential Question

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

Lesson Overview

Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. 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.

Learning Objectives

Students will be able to ...

- learn that they have a digital footprint and that information from it can be searched, copied and passed on, and seen by a large, invisible audience, and that it 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

-  Preview the video “**The Digital Footprint**,” and prepare to show it to students.
- Copy the **Choose a Host Student Handout**, one for every four students.
- Review the **Choose a Host Student Handout – Teacher Version**.
- Copy the **My Digital Footprint Student Handout**, one for every student.

Family Resources

- Send home the **Protecting and Respecting Privacy Family Tip Sheet (Middle School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.4, RI.7, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

grade 7: RI.4, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

grade 8: RI.4, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6

NETS-S: 1a-c, 2a-d

Key Vocabulary –

digital footprint: all of the information online about a person either posted by that person or others, intentionally or unintentionally

imagery: drawings or illustrations, often symbolic

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

invisible audience: anyone who can see information about you or posted by you online

introduction

Warm-up (10 minutes)

ASK: How many of you have ...

- sent a message or posted a comment online?
- created a profile on a social network site?
- used some sort of photo-sharing app?
- Googled your own name? Were there any results about you? (Allow a few 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 (10 minutes)

DEFINE the Key Vocabulary terms **digital footprint** and **imagery**.

▶ SHOW students the “**The Digital Footprint**” video. 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 (for example, 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 digital footprints and online privacy.

- **Lighthouse:** Search engines and social network sites can reveal a lot about people. It’s easy to discover information about people using the Internet.
- **Copies and Whispering in Ear:** Information online can be forwarded to many others, sometimes after having been altered first.
- **Stadium/Jumbotron:** Anything can be publicly broadcast online for all to see.
- **Permanent Marker:** Once information is online, it is very difficult to take it down because others can copy and distribute it.

DEFINE the Key Vocabulary terms **persistent** and **invisible audience**.

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, and seen by a large, invisible audience, and that it can become persistent.

teach 2

Choose a Host (25 minutes)

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.

HAVE 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, using evidence from the profiles to support their decision. Refer to the **Choose a Host Student Handout – Teacher Version** for guidance.

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:

What did you think about the comment under Linda's Instapic? Did it change your opinion of her?

Responses will vary. However, we don't know if Vanillig2's accusation was actually true.

What was your impression of Jason after you found out that he lied about singing in a band, his relationship status, and where he was born?

Some students may read into these inconsistencies more deeply than others. Is he really a liar? Maybe Jason forgot to change his relationship status on MyBook? Maybe his friend Maggie was mistaken? Some may argue that their opinion of Jason has more to do with his college wrestling steroid scandal than these MyBook discrepancies.

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.

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.

closing

Wrap-up (5 minutes)

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

Who helped to shape Linda's and Jason's digital footprints?

Linda and Jason 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?

Sample responses:

- The photos that I share
- Sports teams listings about me
- My Internet browser history
- My posts and messages on social network sites (even the ones I think are private)

Trillion Dollar Footprint

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 (PI) 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.

Step 1:

Working in groups, look carefully through the profiles of both candidates.

Step 2:

Highlight the information you think is most important, given that you are looking for someone who **works well with others** and is **honest**.

Step 3:

Fill out the Feedback Form on the last page of this handout and reach an agreement as a group about who should be the host.

Step 4:

Be prepared to present your selection to the rest of the class, along with specific supporting evidence.

Linda's Profile

Document #: 1 of 4

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

Search Notes: Received in mail by TV Inc. on January 10, 2015.

January 10, 2015

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

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




Document #: 2 of 4

Title: Linda's MyBook profile

Description: Publicly available profile info. Screenshot taken on January 10, 2015.

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

mybook

 **Linda Berliner**

[Timeline](#) [About](#) [Photos](#) [Friends](#) [More ▾](#)



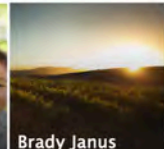
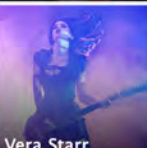
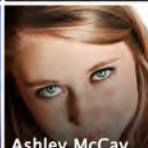

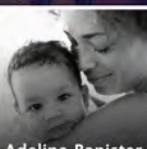
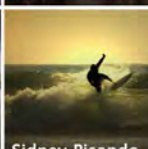
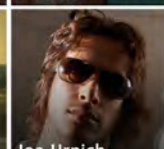
Do you know Linda?

To see what she shares with friends, send her a friend request.

About

★ Networks: [New York, NY](#)

Friends · 360 (0 Mutual)

 Shayla Cannan	 Lucinda Hong	 Brady Janus
 Vera Starr	 Ashley McCay	 Samantha Jane
 Adeline Banister	 Sidney Pisando	 Joe Urnich

Last Night's Dinner

Posted: on January 10, 2015

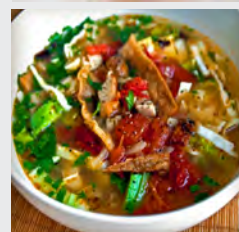
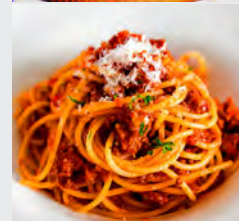


Shrimp tacos with pinto beans, rice, cilantro, avocado, and lime. Just toss fresh shrimp in lime juice, sprinkle with cumin, salt, and pepper, and grill for a minute or so on each side.

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

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

Follow me on Instapic!
[@linda_berlinner_cooks](#)



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!

Document #: 4 of 4

Title: Linda's Instapic

Description: An Instapic shared by Linda

Search Notes: Instapic handle (@linda_berliner_cooks) found on her personal blog



Jason's Profile

Document #: 1 of 4

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

Search Notes: Received in mail by Reality Inc. on January 10, 2015.

January 10, 2015

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 MyBook (just kidding). So, in conclusion, pick me! I am clearly the best choice.



Sincerely,

Jason Kramer

Document #: 2 of 4

Title: Newspaper Article

Description: Article from 2015 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, January 10, 2015 | <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*

Document #: 3 of 4

Title: Jason's MyBook profile

Description: Main page of Jason's MyBook profile. Screenshot taken on January 10, 2015.

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.

mybook Jason Kramer

FURMONSTER

Jason Kramer Add Friend Message

Timeline About Photos Friends More

About

- ★ Networks: Boston, MA
- ♥ Relationship status: Single
- ➔ Twister @jfurmonster
- 🎓 Studied at Hamford College 2008 to 2011
- 🏠 Lives in Boston, Massachusetts
- 📍 From Malibu, California
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- Interests cooking, reading, exploring Boston and its surroundings, grilled cheese sandwiches
- 🔍 Groups I can sing better than that guy on American Idol · Hamford Bulldogs Rah! Rah! · Wicked Good Bowlers

Post Photo

Write something...

Maggie Klumchuk Jason Kramer
April 16

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

Like · Comment 1

Jason Kramer
April 3 near Boston, MA via mobile

Beautiful day! Anyone wanna get outside and do something fun? Hit me up!!

Like · Comment 9

Document #: 4 of 4

Title: Jason's Twister account

Description: Posts by Jason and from his friends. Screenshot taken on January 10, 2015.

Search Notes: Twister handle found on MyBook profile.

The screenshot shows a Twister profile for Jason Kramer (@jfurmonster). The profile header includes a search bar, a navigation menu with options like Twists, Following, Followers, Favorites, and Lists, and a 'Twist to Jason Kramer' input field containing '@jfurmonster'. The profile banner features a cat image with the text 'FURMONSTER' and 'Jason Kramer @jfurmonster', along with the URL 'www.mybook.com/jasonkramer'. Below the banner, statistics show 55 TWISTS, 90 FOLLOWING, and 113 FOLLOWERS, with a 'Follow' button. The 'Twists' section displays four recent posts: Jason Kramer (@jfurmonster) on 30 Apr, Tommy Williams (@jfurmonster) on 24 Apr, Maggie K (@magz4ever) on 10 Apr, and Alex Ramos (@ajramos47) on 10 Apr. A 'Trends' sidebar on the left lists various hashtags and topics.

Feedback Form

List pieces of evidence from the profiles that demonstrate whether or not each candidate works well with others and is honest.

	Linda Berliner	Jason Kramer
Works well with others		
Does not work well with others		
Is honest		
Is dishonest		

Final Choice: _____

Main Reasons for Choice:

- 1.
- 2.
- 3.

Trillion Dollar Footprint

Directions

What kinds of information would you want to find about yourself online in 10 years? Fill in the footprint below with the types of search results (articles, posts, videos, images, etc.) that you would want to see.

Examples: “a YouTube video of me performing with my band,” “an online newspaper article about my work to help the homeless,” “a photo of me at the White House meeting the president.” 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

Trillion Dollar Footprint

CHOOSE A HOST
TEACHER VERSION

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 (PI) 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.

Step 1:

Working in groups, look carefully through the profiles of both candidates.

Step 2:

Highlight the information you think is most important, given that you are looking for someone who **works well with others** and is **honest**.

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Linda's Profile

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mybook Linda Berliner

Linda Berliner +1 Add Friend Message

Timeline About Photos Friends More

Do you know Linda?

To see what she shares with friends, send her a friend request. +1 Add Friend

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Friends · 360 (0 Mutual)

Shayla Cannan Lucinda Hong Brady Janus

Vera Starr Ashley McCay Samantha Jane

Adeline Banister Sidney Pisando Joe Urnich

Last Night's Dinner

Posted: on January 10, 2015

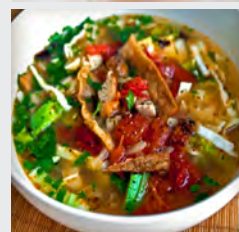
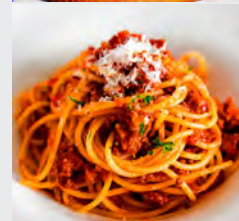


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Tags: [shrimp](#), [avocado](#), [Mexican](#), [dinner](#), [recipes](#)

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

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Jason Kramer Add Friend Message

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Write something...

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April 16

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Like · Comment 1

Jason Kramer
April 3 near Boston, MA via mobile

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Search Notes: Twister handle found on MyBook profile.

Twister profile for Jason Kramer (@jfurmonster). The profile header shows a cityscape background with a cat in the top left corner. The name "Jason Kramer" and handle "@jfurmonster" are displayed. Below the name are statistics: 55 TWISTS, 90 FOLLOWING, and 113 FOLLOWERS. A "Follow" button is visible. The "Twists" section shows four recent posts:

- Jason Kramer @jfurmonster (30 Apr): I applied to be a host for the new show Trillion Dollar Footprint! Wish me luck!!
- Tommy Williams @twilliams (24 Apr): @jfurmonster awesome dude!!
- Maggie K @magz4ever (10 Apr): @jfurmonster Go Jason!
- Alex Ramos @ajramos47 (10 Apr): @jfurmonster Can I be on the show??

Feedback Form

List pieces of evidence from the profiles that demonstrate whether or not each candidate works well with others and is honest.

	Linda Berliner	Jason Kramer
Works well with others	<i>Linda says she teaches cooking classes to high school students.</i>	<i>Jason is (or was) in a band. The posts and comments on his MyBook and Twister profiles make him seem outgoing and well-liked.</i>
Does not work well with others	<i>Linda doesn't seem too humble in her personal statement for Trillion Dollar Footprint.</i>	<i>Jason's suspension from his college wrestling team calls into question his integrity and good sportsmanship.</i>
Is honest	<i>Linda's blog and Instapic account demonstrate that she's truly passionate about food and cooking.</i>	<i>Jason didn't lie about everything in his personal statement. For example, he does seem to live in Boston, and he does have a cat named Furmonster.</i>
Is dishonest	<i>Linda may have lied about being a talented cook. Vanillig2's comment makes it seem like Linda did not actually cook the dish in her Instapic.</i>	<i>Jason's personal statement doesn't match his MyBook profile. Is he actually married? Was he born in Malibu? Does he still sing for a band? Also, his college wrestling team's steroid scandal seems like a red flag.</i>

Final Choice: _____

Main Reasons for Choice:

1. *Students answers' will vary. After the activity is over, explain to students that neither Jason nor Linda got the host position because the executive producer had*
2. *too many concerns about both regarding their ability to work well with others*
3. *and be honest.*

Trillion Dollar Footprint

.....

1. True or false: Your digital footprint is all the information about you online that only you post.

- a) True
- b) False

2. What kinds of information can make up a digital footprint?

- a) Online photos
- b) Comments that others post about you
- c) Both a and b

3. What kinds of information would make a POSITIVE digital footprint? Circle all that apply.

- a) Photos of you doing work in the community
- b) A newspaper article about your soccer team
- c) A mean comment that you made on a friend's website
- d) A blog you created to showcase your artwork
- e) Inappropriate photos of you on a social network site

Trillion Dollar Footprint

1. True or false: Your digital footprint is all the information about you online that only you post.

- a) True
- b) False**

Answer feedback

The correct answer is **b**, False. Your digital footprint also includes information about you that others post.

2. What kinds of information can make up a digital footprint?

- a) Online photos
- b) Comments that others post about you
- c) Both a and b**

Answer feedback

The correct answer is **c**. A digital footprint is any kind of information that is posted about someone. That can mean photos, comments, and more.

3. What kinds of information would make a POSITIVE digital footprint? Circle all that apply.

- a) Photos of you doing work in the community**
- b) A newspaper article about your soccer team**
- c) A mean comment that you made on a friend's website
- d) A blog you created to showcase your artwork**
- e) Inappropriate photos of you on a social network site

Answer feedback

The correct answers are **a**, **b**, and **d**. A positive digital footprint contains good things about you that you or others posted online.



Continuing the Conversation in 2015–2016: **10 Ways to Focus on Digital Citizenship**

To equip students with more than computer skills, we need to encourage them to think critically, behave safely, and participate responsibly in today's digital world. And we need to emphasize these behaviors not only at the beginning of the year but throughout the school year. **Common Sense Education** makes it easy by providing free resources you can use with your students and their families beyond Digital Citizenship Week.

- 1. Develop a pledge.** Have your students collectively create a digital-citizenship pledge to establish expectations and norms for online behavior. Check out the suggested **Digital Citizens Pledge activities** (includes classroom poster).
- 2. Game on!** Use **Digital Passport**, the interactive learning experience for third through fifth graders, to teach and test the basics of digital literacy and citizenship through five engaging games and wrap-around materials. Look out for Digital Compass, coming in Spring 2015, to engage your secondary classrooms.
- 3. Teach a unit.** Using the **Scope & Sequence** tool, choose a unit (five lessons) within your grade band to engage your students in developmentally appropriate topics. When it's complete, have students take the unit's associated **interactive assessment** to share what they learned about being safe, respectful, and responsible online.
- 4. Show a video.** Sharing real-world examples of digital issues is a powerful way to engage students in this ever-changing landscape. Choose from a robust library of **curriculum videos** to showcase everyday kids talking about their personal experiences online.
- 5. Blend it.** Teach a Digital Citizenship Curriculum lesson, and then introduce teens to **Digital Bytes**, a new interactive site. Have students dive deeper into the digital landscape with a critical eye and a bias toward action with these project-based learning activities.
- 6. Continue to grow.** Common Sense has developed a set of **professional-development resources** that help educators get up to speed and stay abreast of all the latest developments in effectively teaching the digital-citizenship curriculum. These resources highlight best practices through video interviews with teachers.
- 7. Stay current.** Our **educator blog** is the place to find teachers' best practices, the field's current research, the latest digital resources, and the top trends to keep you in the know. www.graphite.org/blog
- 8. Learn what makes a "good" app for learning.** Not all apps, or games, are created equal, especially when it comes to learning. Leverage learning potential by first checking out educational tools' ratings and reviews on **Graphite** to strengthen your integration of quality edtech resources.
- 9. Get everyone on the same page.** Support your classroom parents by pointing them to developmentally appropriate ratings and reviews for movies, books, video games, and more on **Common Sense Media**.
- 10. Bring families into the conversation.** The generational divide poses new challenges to parents trying their best to support kids in this digital world. Even the most tech-savvy parents welcome the opportunity to help their children become better digital citizens. Introduce your PTA or parent coordinators to our brand-new, yearlong parent outreach program, **Connected Families**.