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## Teacher Guide **CYBERSAFETY (TEEN)**

This companion to the online course provides questions and topics for classroom discussion and activities.



# CyberSafety (Teen) Outline

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## Online Dangers

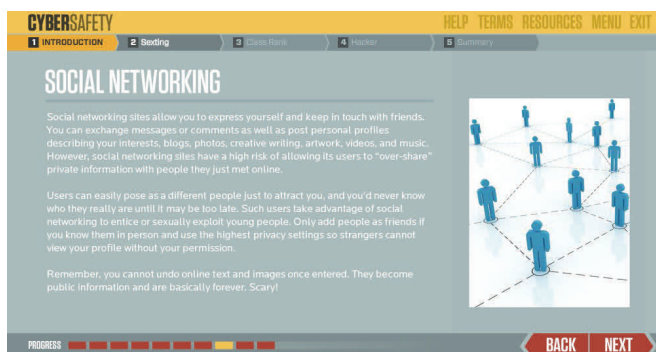
- Introduction
- Dangers Diagram
- On The Web
- Chatrooms
- Instant Messaging
- Peer To Peer
- Newsgroups/Forums
- Social Networking
- Dangers Quiz

## Scenarios

- Real Stories
- Sexting – Q & A
- Class Rank – Q & A
- Hacker – Q & A

## Final Quiz

- Introduction
- Matching Quiz
- Staying Safe



Screen shot from the course

# CyberSafety (Teen)

## A GUIDE TO ENCOURAGE REFLECTION AND DISCUSSION

This teacher's guide suggests questions, topics and activities that can be useful in creating assignments and prompting class discussions. The suggestions are designed to encourage self-reflection, stimulate group consideration, and ensure learning and retention of course material.

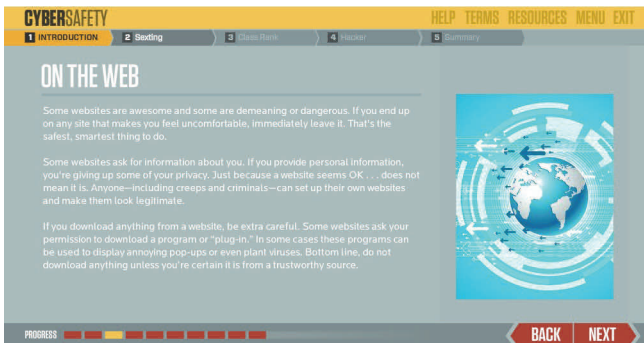
You may ask students to consider the contents of the course through keeping a journal, role playing, or other creative methods. You can also break the class into small groups to discuss and analyze a topic, and then have each group present their collaborative findings to the class. This is an effective method to increase participation and encourage sharing different ideas and viewpoints.

### DISCUSSION POINTS

Statistics about dating abuse are a good starting point for discussion:

- Teens spend an average of 1-1/2 hours each days going to social networking sites, playing computer games, and watching videos.
- 95% of youth between ages 12-17 are online, and most of them are multi-tasking — many are adept at chatting, texting, posting, and watching videos while doing homework.
- Two-thirds of 8- to 18-year-olds have cell phones, and they send an average of 118 text messages a day.
- One study found that 7th-12th graders spend 1-1/2 hours each day sending text messages on their cell phones.
- 44% of online teens admitted that they have lied about their age to access a website or sign up for an online account.
- 70% of employers didn't hire someone because of what they found online about an applicant.
- 88% of teens have seen someone be mean to someone else, but the majority ignore it rather than defend the victim.

Ask students how these facts make them feel about the issue of Internet safety and the importance of learning more about it.



Screen shot from the course

# Online Dangers — What Are They?

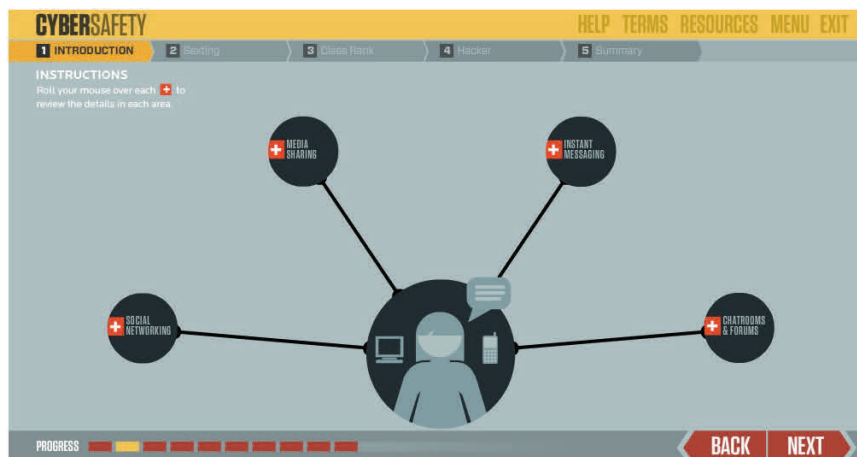
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## LEARNING OBJECTIVES

1. Define the concept of cybersafety and why it's important.
2. Identify the types of mediums and platforms that cybersafety applies.
3. Learn about cyberbullying, and the importance of maintaining open lines of communication with adults regarding inappropriate online behavior.

## DISCUSSION POINTS

- **CyberSafety:** What does it mean to be in control over your personal safety in the technological era? What if you want an online friendship to become an offline friendship? Are there safe ways to communicate with complete strangers? Why or why not?
- **Harassment:** What is harassment? Why is cyberbullying a type of harassment? Do students feel that cyberbullying is a problem? Why or why not? What makes an online conflict or an online joke different from cyberbullying? Have students give examples.
- **Social Media:** Review the social media pros/cons diagram featured in the course. In what categories have they experienced or witnessed people bullying others? Are there certain categories where people are more abusive than others?



Screen shot from the course

## Scenarios — **SEXTING, CLASS RANK, HACKER**

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### LEARNING OBJECTIVES

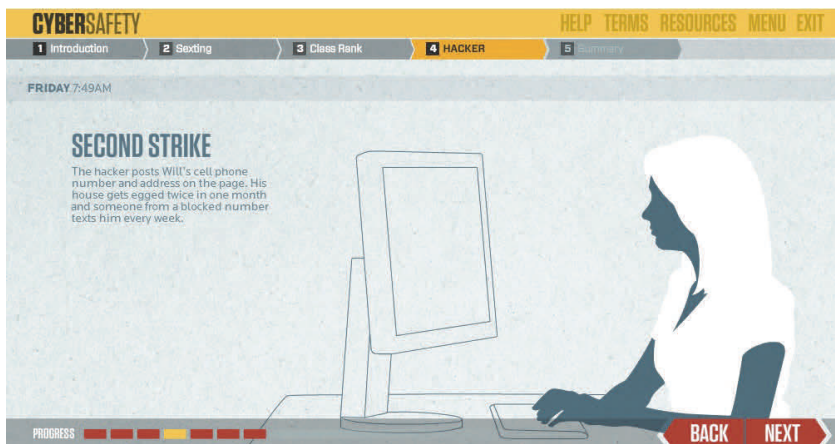
1. Explore and learn about common online abuses.
2. Discover ways to prevent and handle online abuse.
3. Learn about power and control in cyber abuse, and the importance of avoiding participation in abuse.

### DISCUSSION POINTS

- **Sexting:** What are the motivations of a person in a sexting situation? Why might sexting lead to big problems? Do teens grasp the impact of legal ramifications if prosecuted?
- **Class Ranking:** What reactions do students have to the ranking scenario? Have any of the students been a victim of ranking or know someone who has? What are the pros and cons of using the Internet to solicit the judgment of others? What does it say about our society at large?
- **Hacker:** What are the motivations of someone in a hacking situation? How does hacking occur? How can you avoid hacking situations? Is it a good idea to share passwords with someone? Why or why not?
- **Real Stories:** Why did these stories end the way they did? How could the problems have been avoided? What are the similarities and differences between each story? Do the stories sound like something the student themselves have experienced or witnessed?

### ACTIVITY

- **News Articles:** Ask students to collect current news articles involving cyberbullying, hacking, hate pages, or other situations where someone is harassed online. Have students share their articles and discuss what happened and why. How could these stories have turned out differently?



Screen shot from the course

## LEARNING OBJECTIVES

1. Introduce and explore the concept of cyber citizenship.
2. Apply acquired knowledge of prevention abuse situations.
3. Explore real cases of cyber abuses.

## DISCUSSION POINTS

- **Cyber Citizenship:** What does the concept of citizenship mean? What does being a cyber citizen specifically mean to students? What will it take to develop and foster better online etiquette?
- **Online Harassment:** Why might someone like Phoebe feel that suicide is the only solution? Given her situation, was her solution typical or common? What could have been done by other students to possibly alter the outcome of Phoebe's story? Why might other students be afraid to intervene or offer help to someone they know is being severely bullied online or offline?
- **Online Privacy:** Tyler Clementi's roommate was charged with invading Tyler's privacy and with a hate crime (intimidating Tyler because he was gay). Were the roommate's actions a stupid prank or a crime? Why or why not? What could other students have done to respect Tyler's privacy?

## ACTIVITIES

- **Preventing Harassment:** Ask students to review the course and make a list of the ways in which they can help prevent online harassment. Which of these ways feels most difficult to carry out and why? What could help students overcome the difficulties? How can adults help?

The screenshot shows a web-based course interface for 'CYBERSAFETY'. At the top, there is a navigation bar with 'HELP TERMS RESOURCES MENU EXIT' on the right and a progress indicator with five steps: 1 Introduction, 2 Sexting, 3 CLASS RANK (highlighted), 4 Hacker, and 5 Summary. The main content area is titled 'CLASS RANK SUMMARY'. It is divided into two columns. The left column contains text under the heading 'JOINERS' and 'TARGETS'. The right column is titled 'READ THE REAL STORIES' and features two story cards: 'PHOEBE PRINCE' with the sub-heading 'This Could Have Been Avoided' and 'TYLER CLEMENTI' with the sub-heading 'His Tragic Story'. At the bottom of the page, there is a 'PROGRESS' bar and two buttons labeled 'BACK' and 'NEXT'.

Screen shot from the course