



i am the key to building a safer USA

COMMUNITY PRE-WEBCAST LESSON

Grades 9-12



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OVERVIEW

Community – Suggested Grade Level 9-12

Goals

Learners will identify and discuss their understanding of the comparison between the physical community and the cyber community, including their behaviors within those communities.

Description

Unit One is designed to be done before implementation of the i-SAFE Webcasts. It involves (1) administering a student survey, (2) facilitating a discussion based on the survey results, and (3) facilitating parent participation in an online survey.

Learning Objectives

Learners will:

- Be able to identify the key general attributes of their personal and cyber communities.
- Be able to identify and comprehend the critical attributes that differentiate personal and cyber communities.
- Demonstrate the ability to make informed choices about appropriate and inappropriate decisions in accessing and using the Internet.
- Be able to articulate and communicate their knowledge and understanding of the cyber community to peers and others.

Materials / Preparation

- A copy of the Community Survey for each student
- Copies of the Youth Empowerment forms for each student
- Parent survey activity pages for Youth Empowerment activity
- Online access to the pre assessment for each student if this is first lesson completed for i-SAFE.
- Online access to the post assessment for each student if this is the last lesson completed for i-SAFE.

Youth Empowerment

This learning unit will incorporate core lesson activities into a correlated empowerment activity. i-SAFE invites you to direct the selection of the activity in order to best reflect the needs and interests of your students. These activities give your students the opportunity to get involved in the i-SAFE Youth Empowerment DRiVE Campaign and take the first steps in becoming i-SAFE Student Mentors.

LESSON PLAN

Introduce the i-SAFE program

Explain that i-SAFE America is a nonprofit educational foundation dedicated to:

- Enabling kids and teens across the United States to recognize and avoid dangerous, destructive or unlawful online behavior.
- Empowering them to be proactive in communicating their knowledge and understanding of Internet safety issues to their peers, family and community.

Complete the Pre Assessment

Administer the pre assessment online at www.isafe.org if this is the first lesson completed for i-SAFE.

Select an Empowerment Activity

Inform the students that every i-SAFE lesson incorporates empowerment activity selections. For this lesson, the empowerment activity is chosen for you. At the conclusion of the lesson students will receive a parent survey activity page. They are to take the page home, have parents fill it out and return it to you. Upon completion of the Empowerment activity, offer the students the opportunity to take the activity outside of the classroom to mentor other students about online dangers. This is a first step in introducing the peer-to-peer mentoring concept to your students.

Choose one of the following options to complete the activity:

(1) After the parent surveys are returned, provide class time to facilitate a student discussion, which covers the following questions:

- How willing were the parents to participate?
- Did the activity inspire any discussion about Internet safety?
 - If so, what was discussed?
- Discuss some of the actual parental responses if known (e.g. how many responded in a specific way, etc.)

(2) Students write paragraphs discussing their observations of a comparison of adult online behavior and student online behavior, and publish to the school newspaper, school website, or school bulletin board.

Additional Empowerment Options

All students are also encouraged to get involved in i-SAFE's Youth Empowerment and Outreach campaign by choosing additional options which include hosting an Internet Safety week, School Assembly, i-Parent Night, or Community Leaders' Meeting.

Select a youth empowerment activity from the Mentor Menu. Notify the students that by taking their Youth Empowerment Activities outside the classroom they are increasing Internet safety awareness and mentoring their fellow classmates. If they would like to get more involved with promoting Internet safety, they can join the i-SAFE Student Mentor Program by filling out copies of the Mentor Menu in your Professional Development Manual or by going to www.isafe.org and registering.

Details for planning Youth Empowerment events may be copied from the Youth Empowerment Activities Section of the Instructor manual, or may be accessed online at www.isafe.org - click kids and teens.

Inform the students that i-SAFE's Outreach team is ready to provide assistance, and to give special recognition, to students, classes, or schools, who do exceptional projects. Contact them at Outreach@isafe.org.

Discussion

1. Guide a brief introductory discussion about *community*:
 - Discuss: In society today, people are citizens in the physical community and cyber citizens in the Internet cyber community.
 - Have the students briefly describe the different elements within their community, and correlate them to elements of the cyber community.
2. Pass out a copy of the Community Survey to each student.
Explain that the survey is anonymous and will serve as an indicator of how current Internet use, attitudes, and opinions by teens, are shaping the development of the Cyber community.
3. Have students complete the survey.
 - Designate a student to tally the results before the discussion.
 - Read each question and result, to lead into the discussions.

Questions 1 - 4:

1. On average, how much time do you spend on the Internet each week?
12+ hrs 6-11hrs 2-5 hrs less than 2 hrs
2. I use the computer most often for...
Gaming music homework surfing the Internet
chatting e-mail Other online communication
3. Considering what you do, where you go, and whom you associate with, do you feel that you have more freedom in Cyberspace than in the real/physical community?
A lot more more a little bit more same as real world
4. If you answered Yes to Question 3, what gives you that feeling of freedom in Cyberspace? (Select all that apply)
Anonymity (no one knows who I am) No enforcement of rules
No restrictions on entry (age, etc.) Ease of communication

Identify survey results/statistics of questions 1, 2, 3, and 4 to the class.

(Example: "According to the survey, features which make the Internet most appealing to you are #1 Ease of communication, #2 Anonymity, #3 Ease of Access, #4 No rules, and #5 Huge resource of information.)

Questions 5 - 7:

5. Similar elements of danger to personal safety and/or well-being are present in the Cyber community and the physical community.
Strongly agree Agree Disagree Strongly disagree
6. Have you ever experienced or witnessed anything that you would consider dangerous or inappropriate while on the Internet?
Yes No
7. I have given, or I am willing to give out, my personal information (name, age, telephone, address, etc.) to someone I have met in a chat room or other places on the Internet.
Often More than once Once Never

Reveal survey results and discuss: Potentially unsafe elements of both communities include: harassment, stalking, predators, gambling, theft, and identity theft.

Questions 8-9:

8. Prioritize the following ways of communication from 1 to 7, with “1” designating the way you communicate with friends most often, and “7” designating the way you communicate with friends least often.
In person Telephone E-mail Chat Instant Messaging
Bulletin Boards Online games
9. How often do you go into a “Chat Room”?
Daily 3-6 times/week 1-2 times/week Never

Reveal survey results and discuss: How has socializing in our society changed in regards to the invention of chat rooms, online games, bulletin boards and instant messaging? (Main points: socializing is: instantaneous, often times anonymous, allows easier contact with strangers, global)

Question 10:

10. Rate the following methods of advertising from 1 to 5 with “1” designating how you are most often exposed to commercial advertising, and “5” designating how you are least often exposed to commercial advertising.
Television Radio Magazines
Internet Pop-ups and Banners E-mail

Reveal survey results and discuss: As information technologies have evolved, how has advertising in our society been affected? (Main points: New ways to advertise, personal and contact information is more easily accessible to advertisers, advertising may lead persons to unwanted or inappropriate websites)

Question 11:

11. Of the following, which types of Internet Communication have you received at least once? (Select all that apply)

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- Spam (E-mail you didn't ask for, intended to promote or sell something)
 - Hateful or threatening e-mail
 - Hoaxes (An e-mail intended to deceive or trick)
 - Scams (E-mail that tries to get the reader to send money to the e-mail originator)
 - E-mail containing a computer virus
 - Internet Pop-ups

Reveal survey results and discuss: The invention of e-mail has made communication faster and more efficient, but it can be used in harmful ways. Can you do anything to combat harmful e-mail?

Main points:

Stay informed – for example: The U.S. Department of Energy provides a security website that posts news about computer viruses, hoaxes, and chain letters.

Do not open e-mail unless you know the sender.

Do not forward harmful e-mail – Delete it without opening it.

Do not click on the “unsubscribe” or “take me off your list” links often found at the end of SPAM e-mail. A response informs the sender that there is a person answering the e-mail, and often results in more SPAM to that e-mail address.

Discuss: What are the responsibilities of those who use the Internet with respect to communication and e-mail? (Main point: Do not create, send, or forward harmful e-mail)

Question 12:

12. I have received e-mails or pop-up ads inviting me to participate in online gambling casinos or games that involve spending money.

Often More than once Once Never

Reveal survey results and discuss the following true story from the June 2002 issue of USA Today: Sachin Jain, a student just out of high school, spent up to three hours a day online, betting on sports. He was \$10,000.00 in debt before his parents were able to convince him to stop and get help.

Q: Do you think Sachin's problem could have been prevented or made less severe? If so, how?

Question 13-14:

13. I have received mean or threatening e-mail messages while online.

Often More than once Once Never

14. I have been to a website, either intentionally or unintentionally, that professes and/or promotes hostility or hatred towards an individual or group of people.

Often More than once Once Never

Reveal survey results of questions 13 and 14 and discuss: According to information found at the Anti Defamation League's (ADL) website, due to ease of communication and anonymity, the Internet has become the new frontier for hate, ensnaring both inexperienced and frequent visitors to the World Wide Web. Websites created by individuals and hate groups aggressively try to influence, manipulate, and recruit people of all ages. They use techniques such as misleading information, games, and music to lure unsuspecting web surfers to their sites, and often use children's characters like Barney and Sesame Street personalities to entice younger children.

Q: Why would hate groups target the high school age group?

Question 15:

15. Do you think there should be laws against electronic harassment and threats?
Yes No

Reveal survey results and discuss: Laws are now in effect which specifically target electronic harassment and threats. 41 states now have laws expressly prohibiting harassment through the Internet, e-mail, or other electronic means.

Q: Is this is a positive or negative step? Why or why not?

CULMINATING ACTIVITY

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

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

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

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- Review how the activity will be concluded after the survey are returned.
 - Inform Students about I-SAFE's Youth Empowerment program
 - i-Safe has provided the students a unique opportunity to get involved in the National i-SAFE Student Mentoring Program. This program allows students to get involved in fun Internet safety awareness activities and work with other students nationwide, and gives opportunities for national recognition. If your students are interested in taking the next step and becoming mentors, please have them fill out the Mentor Menu or go to www.isafe.org and click on Kids and Teens to register online.
 - The i-Safe Outreach team is ready to provide assistance. You can contact them with any questions or concerns at Outreach@isafe.org.
 - Thank the students for participating in the survey and discussion, and remind them that their use of the Internet will have a significant impact on its future.

Complete the Post Assessment

Administer the post assessment online at www.isafe.org if this is the last lesson completed for i-SAFE.

RESOURCES CITED

The Anti Defamation League (ADL) – <http://www.adl.org/adl.asp>

U.S. Department of Energy Security Website – www.ciac.org

USA Today – <http://www.usatoday.com/tech/news/2002/06/27/net-gambling.htm>



COMMUNITY SURVEY

Directions: Answer each question by circling the answer(s) to each question that best describe your Internet habits, experiences and opinions.

1. How much time do you spend on the Internet on a weekly basis?

12+ hrs.

6-11hrs

2-3 hrs

Less than 2 hrs

2. I use the computer most often for:

Gaming

Music

Homework

Surfing the Internet

Chatting

e-mail

other online communication

3. Considering what you do, where you go, and whom you associate with, do you feel that you have more freedom in Cyberspace than in the real/physical community?

A lot more

More

A little bit more

Same as real world

4. If you answered Yes to Question 3, what gives you that feeling of freedom in Cyberspace? (Select all that apply)

Anonymity (no one knows who I am)

No enforcement of rules

No restrictions on entry (age, etc.)

Ease of communication

I don't feel more freedom in Cyberspace

5. Similar elements of danger to personal safety and/or well being are present in the Cyber community and the physical community.

Strongly agree

Agree

Disagree

Strongly disagree

6. Have you ever experienced or witnessed anything that you would consider dangerous or inappropriate while on the Internet?

Yes

No

7. I have given, or I am willing to give out, my personal information (name, age, telephone, address, etc.) to someone I have met in a chat room or other places on the Internet.

Often

More than once

Once

Never

-
8. Prioritize the following ways of communication from 1 to 7, with “1” designating the way you communicate with friends most often, and “7” designating the way you communicate with friends least often.

In person *Telephone* *E-mail* *Chat*
Bulletin Boards *Online Games* *Instant Messaging*

9. How often do you go into a “Chat Room”?

Daily *3-6 times/week* *1-2 times/week* *Never*

10. Rate the following methods of advertising from 1 to 5, with “1” designating how you are most often exposed to commercial advertising, and “5” designating how you are least often exposed to commercial advertising.

Television *Radio* *Magazines* *E-mail* *Internet Pop-ups / Banners*

11. Of the following, which types of Internet Communication have you received at least once? (Select all that apply)

Spam (E-mail you didn’t ask for, intended to promote or sell something)

Hateful or threatening e-mail

Hoaxes (E-mail intended to deceive or trick)

Scams (E-mail that tries to get the reader to send money to the person originating the e-mail.)

E-mail containing a computer virus

Internet Pop-ups and Banners

12. I have received e-mails or pop-up ads inviting me to participate in online gambling casinos or games that involve spending money.

Often *More than once* *Once* *Never*

13. I have received mean or threatening e-mail messages while online.

Often *More than once* *Once* *Never*

14. I have been to a website, either intentionally or unintentionally, which professes and/or promotes intense hostility towards an individual or group of people.

Often *More than once* *Once* *Never*

15. Do you think there should be laws against electronic harassment and threats?

Yes *No*

i-SAFE Parent Survey

i-SAFE student assessments have indicated that 30% of students surveyed feel that their parents' Internet skills are either weak or very weak. This is your opportunity to find out what your parents think and know about Internet use.

How do you think your parents will measure up? Consider the following:

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

Task

Step 1 - Parents

Directions for parents or guardians:

1. Go to <http://www.isafe.org/>
2. Go to the Quick Links box and click on Online Assessments
3. Click on Parent Survey – complete and submit the survey
4. Sign the bottom of this page

Step 2 - Students and Parents

Discuss the following questions:

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

Alternative

If it is not possible to complete the online Parent Survey, discuss the questions in Step 2, check the appropriate box, sign, and return slip

Return this slip to your teacher

Activity – I completed the online i-SAFE Parent Survey Activity.

Alternative – I discussed the Internet Safety topics with my child.

Parent/Guardian Signature



