

Module 4

Safety on the Internet

Background

The Internet has opened up a whole new world for people of all ages. You can shop, plan a vacation, send a picture to a relative, chat with friends and even do research on any topic. Most people agree that since the Internet has been around, it has changed our lives for the better. But unfortunately, this new way of finding information and communicating comes with risks, particularly for teen girls.

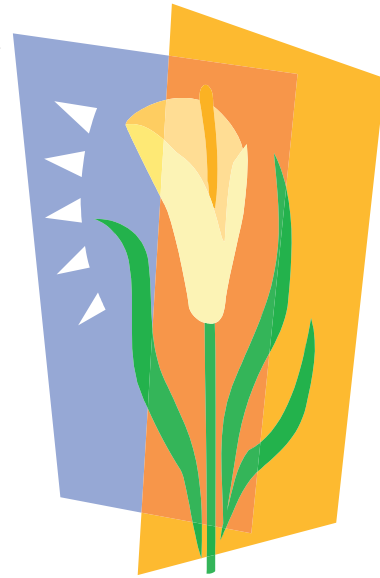
This module is designed to raise awareness about the dangers as well as benefits of the Internet and offer ways to empower girls 12-15 years old to be in control of their Internet experience. Through the use of group activities, this curriculum will help girls to be alert and aware when using the Internet so they can recognize unsafe situations and have the skills to respond appropriately.

The group leader should read the Facilitator's Guide and the Safety on the Internet Guide in preparation for this module. Setting ground rules and creating an atmosphere for trust and respect are essential for the success of this curriculum.

Goals

Participants will:

- Learn to recognize unsafe situations when using the Internet
- Learn skills to respond to potentially unsafe situations while using the Internet
- Learn how to stay safe when using Instant Messaging and participating in chat rooms



Ice Breaker

1. *About You*



Objective: This activity involves candy and lets participants share information and get to know each other.

Estimated time: 10-15 minutes

Materials needed: different color candies such as M&M's or Skittles, colored index cards, bowl, glue stick

Ages: 12-15

Preparation (15 minutes): Cut out the questions in Appendix 4-1 and glue them on colored index cards for each category or type the questions on labels, then stick them on index cards. Select the questions that are most appropriate for your group. The questions are meant to stimulate light and easy discussion.

Variation: Different colored pieces of construction paper can be used instead of candy.

Directions for Facilitator:

1. Place the different colored candy in a bowl.
2. Place the colored index cards (questions side down) on a table.
3. Tell each participant to close her eyes and then take turns picking a candy from the bowl.
4. After selecting a candy, each participant chooses a question card from the table that corresponds to the color of the candy that was picked.
5. The game continues until everyone in the group has had a turn.
6. You may choose to give participants the option of "passing" if they do not want to answer the question they chose.
7. This activity can be repeated several times by recycling questions, if the group is having fun.

Sample Questions

- **About You (Orange Cards)**
What do you think is your best quality and why?
- **About Family (Blue Cards)**
Describe who you are most like in your family.
- **About School (Pink Cards)**
If you could teach a subject, what would you teach and why?
- **After School Activities (Green Cards)**
The best place for teens to hang out after school is _____.
- **Wild Card (Yellow Cards)**
You may now choose a card from any category to answer or you may pass.

Group Activities

1. *Two Truths and a Lie*



Objective: This activity is a guessing game that promotes Internet safety by helping participants to recognize what statements are true, which one is false, and why.

Estimated time: 10-15 minutes

Materials needed: small index cards, glue stick

Ages: 12-15

Preparation (10 minutes): Cut out Cards #1-7 in Appendix 4-2 and glue them on small index cards, or type the questions on labels and then stick them on the index cards.

Directions for Facilitator:

1. Place the cards face down on a table or the floor.
2. Have participants take turns choosing a card.
3. Each participant must decide which two statements are true and which one is false.
4. Encourage each participant to briefly tell the group why they think one of the statements is false.
5. After participants give their answers, prompt discussion with the entire group by asking: Is everyone in agreement?
6. If someone does not agree, the participant who selected the card explains why she chose that answer.
7. Following each card, confirm the correct response with the group and discuss the supporting information below.

Sample Card #1 (For Cards #2-7, see Appendix 4-2):

Card #1

- A. If someone is bothering you online, you should tell a parent or adult you trust.
- B. If someone continues to send you unwanted e-mails or IM's, it's best to e-mail back and threaten them.
- C. If someone sends you a nasty e-mail, you should first try to ignore it.

Discussion:

Card #1. A and C are true, B is false. If someone IM's you or sends you nasty or unwanted e-mails or online message in a chat room, you should not respond. Do not threaten the person because this will make it worse. If someone continues to send you unwanted messages or e-mails, this may be considered harassment, which is a crime under federal law. It is very important to tell a parent or trusted adult so they can help you report this to your Internet service provider. The National Center for Missing and Exploited Children has a CyberTipline that you can make reports to as well at: 1-800-843-5678.

Card #2. B and C are true, A is false. You cannot believe everything that you read on the Internet! Generally you can trust that the information is reliable and accurate on web sites that end in **.gov** because addresses are connected with our federal government. Being able to tell if something on the Internet is reliable takes time. Everyone should be suspicious of all information on the Internet until they can figure out if the information is true or false. Look for the name of the author of the web site and when the material was last updated. Remember that there are some people or groups out there that may try to promote their ideas or sell a product, so they may post false information to get people to agree with them. If you are looking for facts, check a few different web sites to compare information. If you think the online information isn't right, double check facts at your library.

Card #3. B and C are true, A is false. You should never share your password with anyone except your parent(s), even your best friend. If you let someone else know what your password is, whether it is a total stranger or even your best friend, then they can read anything that you may want to keep private. Another person could use bad language or go to inappropriate sites using your name. Someone who has your password could post personal information about you in Chat rooms and other places on the Internet. At the very least, you risk getting in trouble with your Internet Service Provider. A password is meant to help keep you safe.

Card #4. A and C are true, B is false. It is very important that you do not tell a stranger any personal information about yourself online. This means that you shouldn't tell someone your last name, where you live, or what school you go to. If you are talking to a friend or relative, it is okay because they already know these things about you. But if you are talking to a stranger, you have to be careful. Someone could easily pretend that they are someone that they are not. For example, someone could pretend that they are much younger than they really are. Since you can't see them, you never know if they are telling the truth. That is why you should keep personal information to yourself.

Card #5. A and B are true, C is false. Some, not all, chat rooms are moderated. Even if a chat room *is* moderated, it doesn't prevent you from leaving the chat and going to a private chat where someone might harass you with inappropriate messages. If you have your parent's permission to go into a certain chat, be watchful of anyone who sends you inappropriate messages or asks personal questions. If you get a message that makes you feel uncomfortable, log off immediately and tell a parent. Don't try to handle it on your own.

Card #6. A and C are true, B is false. You should always use “Netiquette” (Internet manners) while on-line. It is important when chatting with other people in chat rooms, sending e-mails, or posting on a message board that you are always polite to others. Even though you are a minor, anyone has the right to report you to their Internet Service Provider if you swear or threaten them. In fact, some Internet Service Providers can actually monitor what you say to others and what sites you go to.

Card #7. B and C are true, A is false. Because of the risks involved, it is NEVER okay to meet a stranger in person that you met on-line, even if you have been chatting with the person for a few months and the person claims to know all about you. If you have been talking to someone on-line for a while, it may seem like you know the other person pretty well because they have told you a lot about themselves. The fact is people can pretend to be someone they are not. All the details you know may or may not be real. The most common lie made on-line is for someone to lie about their age. For example, you may think you are chatting with a 16 year old boy, but in reality you could be chatting with a 60 year old man. Bottom line is that you can’t tell for sure because you can’t see them.

2. Take the Internet Challenge



Objective: In this activity, the designated Internet Stalker must try to obtain as many points as possible by getting personal information from her opponent, the designated Victim.

Estimated time: 15 minutes

Materials needed: 2 computers or laptops with AIM (AOL Instant Messenger) or a similar program installed. A checklist, 2 large index cards, glue stick, and a pen or pencil for all other group participants to keep score. Computers can be set up in the same room or in separate rooms.

Ages: 12-15

Preparation (30 minutes): Cut and paste Cards A and B (Appendix 4-3) on 2 large index size cards and copy the “Checklist” (Appendix 4-4) for remaining group members. Set up one of the computers where the Victim will sit with her back to the group.

Variation: Make this a team exercise where each team must agree on the questions that are being asked as well as the responses. If computers are not available, try writing questions on a chalkboard or poster board. The Internet Stalker can try to trick the Victim into thinking that he/she is another member of the group to prove how easy it is to disguise true identities.

Directions for Facilitator:

1. Ask for one volunteer from the group. (You will select the other volunteer later.) Explain to the group that they will be playing a game about Internet communication.
2. Give the first volunteer Card A and ask her to leave the room. The volunteer is not told that she is the Victim.

3. While the Victim is out of the room, ask for another volunteer. This person receives Card B and is told that she is the Internet Stalker (you may need to give a definition, for example, “someone who takes advantage of people on the Internet”).
4. The Internet Stalker is told that her job is to try to obtain as much personal information about Volunteer A as possible.
5. The group is told the identity of the Internet Stalker. The group is then given directions to keep track of any information the Internet Stalker obtains about the Victim by using the “Checklist.”
6. Explain that the Internet Stalker has 10 minutes to try to get as much personal information from the Victim as she can. Distribute the “Checklist” to the group and a pencil to each observing participant so that they can keep score. Be sure to tell them not to share their “Checklist” with the Victim during the exercise.
7. The group and the Internet Stalker should brainstorm separately about ways to find out personal information from the Victim. Encourage the group to remember any experiences they have had while using the Internet where someone was asking for personal information. The Internet Stalker should take note of the group’s suggestions.
8. Bring the Victim, Volunteer A, back into the room and have her sit at the computer opposite the Internet Stalker. They should not be able to see each other’s computer screens. Remember that Volunteer A should not know that she is the Victim or what Volunteer B, the Internet Stalker, is trying to do.
9. Have the participants sit behind the Victim, far away enough so that the Victim cannot see their checklists, but close enough so that they can see her computer screen.
10. Give the Victim and Internet Stalker 10 minutes to IM each other.
11. At the end of 10 minutes, explain to Volunteer A that she was the Victim and that the purpose of the exercise was to show how easy it can be for people to find out personal details about you that can be used to harass or harm you later.
12. Add the “Checklist” scores by reviewing how many personal facts Volunteer B, the Internet Stalker was able to obtain.
13. If the Victim did not reveal ANY personal information, give praise and positive reinforcement!

Checklist (See Appendix 4-4)

Check the box below if Volunteer A (Victim) gives any of the following personal information to Volunteer B (Internet Stalker).

- Age
- Sex
- Location (town) where they live
- Name of their school
- Phone number
- Description of their neighborhood
- Where they hang out with friends
- First name
- Last name

Discussion:

Lead the group into a discussion about how easy it is to reveal personal information on-line and how dangerous this can be. Be prepared — group participants may choose to share their own experiences at this point. Ask the group the following questions (you may want to ask a volunteer to write the responses on a blackboard or poster board for everyone to see):

- What are the dangers of giving out personal information to someone you don't know?
- What is OK to reveal when IMing someone?
- What do you do if someone on-line wants to meet you in person?
- What's the best way to stay safe in cyberspace?

3. *Write an Internet Safety Contract*



Objective: This activity helps participants develop a set of rules for using the Internet that promotes safety.

Estimated time: 10-15 minutes

Materials needed: blackboard or poster board, paper, pencils

Ages: 12-15

Preparation: None (see variation)

Variation: If time is a factor, the facilitator may choose to develop a Internet Safety Contract ahead of time and then have the group edit and sign it **or** the facilitator may make copies of the Sample Contract in Appendix 4-5 to hand out.

Directions for Facilitator:

1. Explain to the group that they will be developing an Internet Safety Contract and that the group will come up with rules for staying safe.
2. Be sure to acknowledge that the Internet is fun and educational but it's also similar to an unfamiliar neighborhood. Give the example that most teens would not give personal information about themselves or a family member to a stranger; the same rule should apply when talking with a stranger on-line. Another metaphor to use is: "You probably know the safe places to hang out in your neighborhood and other places that are not so safe. You have to be careful where you go in your neighborhood and also in cyberspace!"
3. Ask the group for things that should be included in the contract. Have a volunteer write the rules that the group comes up with on the blackboard or poster board.
4. Have participants review and sign the contract on the blackboard or posterboard.
5. If the Sample Contract is used, encourage participants to bring the safety contract home and review it with their parents.

Closing Activity

1. *What would you say?*



Objective: This activity prompts participants to use the information they learned during the module to give advice when presented with possible real life situations.

Estimated time: 10-15 minutes

Materials needed: scenarios (Appendix 4-6), bowl or hat

Ages: 12-15

Preparation (5 minutes): Cut out the scenarios from Appendix 4-6, fold them in half, and place them in a bowl or hat.

Directions for Facilitator:

1. Have each participant take a turn choosing a piece of paper from the bowl or hat, then reading the scenario out loud.
2. Participants then take turns telling the group what they would say or do if they were presented with this scenario in real life.
3. If a participant has trouble offering a response, ask the group for their advice.
4. Scenarios can be recycled so that a variety of possible responses can be discussed.

Scenarios:

A friend tells you that she has been chatting with someone on-line for a while. She wants to meet him in person and wants to know what you think. *What would you say?*

Your younger sister asks you for your mom's credit card number so she can order something on-line. *What would you say?*

You notice that your younger brother is having an argument with someone he is IMing because he is sending nasty messages. *What would you say?*

A family friend tells you confidentially that someone has been sending her threatening emails. She wants to know if there is anyone she can report this to. *What would you say?*

Your mom has learned how to IM you and her friends. The on-line name she has chosen is her real name. *What would you say?*

An adult comes up to you at the mall and tells you "you could be a model." He wants you to send him pictures of yourself by e-mail. *What would you say?*

Questions for “About You”

About You



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|------------------------------------------------------------------------------|----------------------------------------------------------------------|
| What do you think is your best quality and why? | If you won the lottery, what would you do? |
| If you could be a fruit, what kind of fruit would you be and why? | Do you have a nickname? If so, how did you get it? |
| If you could change one thing about yourself, what would you change and why? | If you could be an animal, what kind of animal would you be and why? |

About School



| | |
|--------------------------------------------------------------------|--------------------------------------------------------------|
| If you could teach a subject, what would you teach and why? | Do you have a favorite teacher? Why is he/she your favorite? |
| If you could change one thing about school, what would you change? | What is your favorite class/subject in school? |
| What don't you like about school and why? | The favorite part of my day at school is _____? |
| My last period class on Friday this week is _____? | What do you want to do after high school? |

About School Activities



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|----------------------------------------|------------------------------------------------------|
| Everyone should do _____ after school. | Describe something you do after school. |
| When do you get your homework done? | Name a place for teens to go to that's fun and safe! |
| Describe a sport you like to play. | Who do you hang out with after school? |

Questions for “About You”

Continued

About Family

✂

| | |
|-----------------------------------------------------------------|-------------------------------------------------------------------------------|
| Name the person in your family you look up to the most and why. | Name your family members. |
| Where do you live? | What is your favorite family tradition? |
| In the summer my family and I sometimes _____. | Are you the youngest, oldest, or in between or only child? |
| My favorite thing to do with my family is _____. | Who are you most like in your family? There are _____ people in my family. |

Wild Card

✂ You may now choose a card from any category to answer *or* you may pass.

Appendix 4-2

Cards #1-7 for “Two Truths and a Lie”



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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Card #1</p> <ul style="list-style-type: none">A. If someone is bothering you online, you should tell a parent or adult you trust.B. If someone continues to send you unwanted e-mails or IM's, it's best to e-mail back and threaten them.C. If someone sends you a nasty e-mail, you should first try to ignore it. | <p>Card #2</p> <ul style="list-style-type: none">A. All of the information you get online is true.B. Web addresses that end in .gov are generally reliable because they are connected with our federal government.C. If you are looking for facts, it's best to check different web sites and compare information. |
| <p>Card #3</p> <ul style="list-style-type: none">A. It's okay to give your password to your best friend.B. It's okay for your parent(s) to know your password.C. If you give your password out, you risk getting in trouble with your Internet Service Provider. | <p>Card #4</p> <ul style="list-style-type: none">A. It's okay to share personal information on-line with friends and relatives who know you already.B. It's never okay to share personal information.C. It's never okay to share personal information on-line with people you don't know. |
| <p>Card #5</p> <ul style="list-style-type: none">A. Not all chat rooms have a moderator.B. Anyone who enters a chat room can see everything you type.C. The chat moderator can prevent you from going into a private chat. | <p>Card #6</p> <ul style="list-style-type: none">A. Netiquette is another word for Internet manners.B. Since you are a minor, no one can report you to his or her Internet Service Provider.C. If you swear or threaten someone on-line, you will probably get reported to the person's Internet Service Provider. |
| <p>Card #7</p> <ul style="list-style-type: none">A. It's okay to meet someone in person if you get to know them on-line over a few months.B. It's not okay to meet someone in person even if the person says they know you.C. It's never okay to meet a stranger in person that you met on-line. | |

Cards A and B for “Take the Internet Challenge”



CARD A

You just entered a chat room for teens and someone is IM'ing you. **Your goal is to stay safe while chatting with your new on-line friend.**

Your name is: Tinker Bell.

You are a 13 year-old girl.

You live in Blue Town.

You go to the Yellow School.

Your phone number is: 555-1234.

You live on a dead end street near a park.

You like to hang out the Mall with your friends.



CARD B

You are the “Internet Stalker.” Your assignment is to find out personal information about your victim. You should begin by having a conversation with your victim, establish a relationship and then attempt to **obtain the following information:**

- The A/S/L— age, sex, location (town) where the person lives (30 pts-10 points each)
- The name of the school they attend (10 pts.)
- Phone number of the person (50 pts.)
- Description of their neighborhood (10 pts.)
- Where the person hangs out with their friends (10 pts.)
- The person's first name (25 pts.)
- The person's last name (50 pts.)

You will receive points for every answer you are able to obtain.

Checklist for “Take the Internet Challenge”

*Check the box below if Volunteer A (Victim) gives **any** of the following personal information to Volunteer B (Internet Stalker):*

- Age
- Sex
- Location (town) where they live
- Name of their school
- Phone number
- Description of their neighborhood
- Where they hang out with friends
- First name
- Last name

Internet Safety Contract

- I will not enter a chat room unless I have my parent's permission.
- If I have my parent's permission to enter a chat room, I will never use my real name. I will choose a nickname that does not reveal who I am.
- I will never give out any personal information on-line, like where I live, my phone number, where I go to school, where I hang out with my friends.
- I will never send a picture of myself or anyone else to anyone on the Internet without my parent's permission.
- I will talk with my parents so we can agree on rules for using the Internet.
- I will always be respectful of others while chatting on-line.
- I will never respond to messages that make me feel uncomfortable.
- I will tell my parents and report a person to my Internet Service Provider if I am being harassed.
- I will never meet a stranger that I have chatted with on-line.

Your signature

Scenarios for “What Would You Say?”



A friend tells you that she has been chatting with someone on-line for a while. She wants to meet him in person and wants to know what you think. ***What would you say?***

Your younger sister asks you for your mom’s credit card number so she can order something on-line. ***What would you say?***

You notice that your younger brother is having an argument with someone he is IMing because he is sending nasty messages. ***What would you say?***

A family friend tells you confidentially that someone has been sending her threatening emails. She wants to know if there is anyone she can report this to. ***What would you say?***

Your mom has learned how to IM you and her friends. The on-line name she has chosen is her real name. ***What would you say?***

An adult comes up to you at the mall and tells you “you could be a model.” He wants you to send him pictures of yourself by e-mail. ***What would you say?***