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Before You Begin

When you teach digital citizenship to your students, you help create a positive school culture supported by safe and responsible technology usage. Implementing the Think B4U Post Internet Safety Program empowers students, parents and staff to ensure children learn how to navigate the digital world safely, by appreciating the responsibility they hold for their choices and actions they make while online, using cell phones or other digital media. Think B4U Post’s goal of changing attitudes and behaviors surrounding online behaviors is accomplished by pairing marketing campaign messaging with student involvement and social and emotional learning (SEL) enriched lesson plans. As you develop your school’s Think B4U Post Internet Safety Program implementation plan, please keep in mind the time allocated as well as the fidelity of implementation will largely determine your success. All Think B4U Post components are available in the [School Clime & Discipline Department’s Resources SharePoint](#).



Acknowledgements

The Think B4U Post Internet Safety Program began as a collaboration between Broward County Public Schools (BCPS), the Broward Sheriff's Office, the School Climate & Discipline Department, and the Miami Heat Organization. It was a response to the increase of inappropriate technology usage, sexting and cyberbullying among our youth. It has now been expanded to include the latest research and curriculum from internet safety programs. The resources were chosen based on the District's needs and proven best practices. Please visit and utilize the contributing programs listed in the Internet Safety Programs & Resources; Sources & Citations section of this toolkit. Their contributions and leadership helped to make this resource possible.

Program Overview & Multi-Tiered Systems of Support

The Think B4U Post Program is a comprehensive 5 subject internet safety initiative designed to inspire BCPS students to be Digital Citizens who practice safe and respectful online communications. The program can be used anytime, but is a natural fit during [Digital Citizenship Week](#) (3rd week in October) [or Anti-Bullying Week/Month](#) (October or November). Although originally designed as a week-long initiative, Think B4U Post's effectiveness can be increased if it is expanded to a month-long or year-long effort. The lessons and tools found in this toolkit will support your internet education efforts whichever timetable you choose.

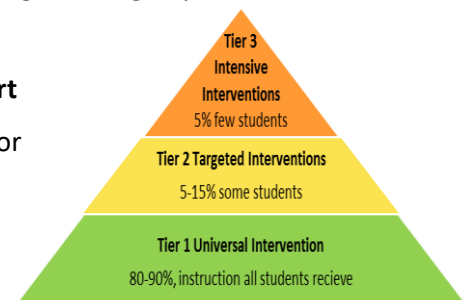
Each of the 5 Think B4U Post subject areas focus on a different aspect of technological communication and responsibility. Each has a slogan with 1) supporting posters and marketing materials, 2) a morning announcement script and public service announcement (PSA) videos and 3) three classroom lessons with videos, discussion questions, homework, parent take home messages, student support pamphlets, and booster lessons.

The 5 subject areas are:

- **#1 "Your Post Can Haunt Your Future"**: This topic area focuses on how what you post today can affect your future (colleges and/or potential employers).
- **#2 "If You Don't Want Everyone To See, Don't Let Anyone See It"**: This topic area teaches thoughtless online behavior and posts have the potential to cause pain and embarrassment (sexting).
- **#3 "Don't Be Over-Exposed Online"**: This topic area teaches the importance of maintaining privacy to remain safe from online dangers such as sexual predators, hackers attempting phishing/identity theft, as well as internet trolls.
- **#4 "Your Post May Be Used Against You" and "What Effects Are Your Posts Having?"**: This topic area teaches about the potential consequences for inappropriate online behavior both at school (inciting a disturbance) and criminally (piracy, plagiarism, fraud).
- **#5 "If You Wouldn't Say It To Someone's Face, Don't Say It Online"**: This topic area teaches the damage caused by cyberbullying and online harassment, while focusing on stopping it through bystander activation.

Think B4U Post Internet Safety Program Multi-Tiered Systems of Support

The Think B4U Post Internet Safety Program is implemented in a leveled or tiered approach to instructional delivery. It includes interventions of increasingly higher intensity based on school and student needs.



Tier 1: Universal Intervention Applied Schoolwide

- **Schoolwide Kick-Off Assembly**: Lays the foundation for the school's planned initiative and creates a common language and vision as it introduces the subject areas to be taught in the classrooms.
- **Morning Announcements**: Use the morning announcement script and videos to reinforce the 5 subject areas.
- **Classroom Lessons**: Schoolwide, each student will receive 3 lessons on each of the 5 subject areas.
- **Posters and Marketing Campaign**: Provided by SC&D, the 7 posters are displayed schoolwide to increase awareness and interest, while videos and flyers are posted to the school webpage and newsletter for the community.

- **Train All School Staff:** Use the Think B4U Post Staff Training to train all school staff. During it, share your school's implementation plan and identify passionate volunteers to assist in implementation.
- **Think B4U Post Internet Safety Parent Night:** This internet safety education event uses both students and staff.
- **Supporting National Observances:** Pair your efforts with a BCPS observance that supports the program's messaging (go to BrowardPrevention.org for a full list and exact dates), such as [Digital Citizenship Week](#) (3rd week in October), National Bullying Violence Prevention Month (October), National Youth Violence Prevention Week (in April), SBBC Anti-Bullying Week (in November), Choose Peace Week (3rd week in September), No Name Calling Week (in January), National Day of Silence (in April 11), and Broward's Annual Above the Influence March.
- **Data Collection Methods:** Use data to assess prevention and intervention needs as well as the effectiveness of your implementation efforts. Some of the sources used are YRBS, BCPS Customer Survey, SESIR, BMS, and FYSAS.
- **Supporting District Policies:** Be aware of and support BCPS policies that speak to safe internet usage. These include Social Media Use Guidelines, Code of Student Conduct Policy 5.8, District's School and District Technology Usage Policy 5306, Acceptable Use Policy, Education Code of Ethics, Web publishing guidelines, National Education Technology Standards for Students and Teachers, Copyright School Board Policy 6318, Intellectual Property School Board Policy 4212, Anti-Bullying Policy 5.9, and Dating Violence Prevention Policy 5010.

Tier 2: Targeted Interventions Based On Need

- **Think B4U Post Revolving Library:** Consists of 1 set of internet related books with lesson plans for grades 3-11. Each school's Prevention Liaison or Peer Counseling Coordinator can check out a set for their school.
- **Peer-to-Peer (P2P) Component:** Think B4U Post P2P Ambassadors create a grassroots movement increasing the "cool factor" of behaving in a kind and responsible manner online for Tier 1 prevention, while serving as conflict mediators for Tier 2 intervention.
- **Peer Counseling/Mediation:** Students who are Peer Counselors intervene and mediate conflict between students, whether it began online or in the classroom.
- **Host a Bytes & Bites Community Dinner Night:** Partner with students and parents to increase internet safety community awareness and parent skills. In advance of the event, order give-away materials (posters, hotline cards, brochures etc.) using SC&D's [Free Resource List](#).
- **Fund Raising:** Use community partners to raise money for posters and marketing incentives (silicon rings, etc.) Students can receive these during the kick-off assembly or after completing the Digital Citizenship Pledge.
- **Celebrate Digital Citizenship Week:** Utilize this annual observance to reinforce the Think B4U Post messaging and create your school's Digital Citizenship Pledge.
- **School Based Interventions:** Refer students in need to School Counselors, School Social Workers, Family Counselors, and school administrators to receive interventions and increased supervision.
- **Parent Conferences:** Partnering with parents is key as unsafe behaviors may be occurring in secret and at home.
- **Community Agency Intervention:** Refer students and families in need to community partners and/or the [School Resource Locator](#) to search for specialized services based at the school or in the community.
- **Specialized SC&D Staff Trainings:** Access SC&D for specialized staff trainings based on needs and data trends (RTI assessment and recommendation, Positive School Culture Initiative, Courageous Conversations, Culturally Responsive Classroom, Cyberbullying, Sexting, CHAMPS classroom management, Peer Counseling/Mediation program, Support Group Methods of Bullying Intervention).
- **Booster Lessons and/or Specialized Prevention & Intervention Curriculum:** Utilize specialized curriculum as behavior and data indicate needs (cyberbullying, empathy, diversity, sextortion, human trafficking, etc.). Go to [SC&D SharePoint](#) to view the full curriculum list. Some examples are the Monthly Character Trait Activities, Stop Bullying Now, iSafe, Common Sense Education, NetSmartz, and Get Real About Violence.

Tier 3: Intensive Interventions For Those In Higher Need

- **School Based Intensive Interventions:** Use high intensity referrals and services for behavioral or emotional assessment, social skills training, PROMISE Program, and referral to law enforcement.
- **Support Group Method of Bullying Intervention:** Utilize this 7 step, non-punitive, group intervention to increase empathy and change the behavior of students involved in bullying. This can be particularly effective with cyberbullying as this activity occurs most often outside the prevue of school.

All Think B4U Post components are available in the [School Climate & Discipline \(SC&D\) Resources SharePoint](#). To access additional resources, go to the [SC&D SharePoint](#) or SC&D website, [BrowardPrevention.org](#). For further support or questions, please contact SC&D 754-321-1655.

Research-based Lesson Structure

Research has shown there are a number of fairly straightforward requirements for a successful internet safety education (ISE) program. Therefore, as much as possible, these elements have been built into the Think B4U Post Internet Safety Program:

- 1) **Research-based messages** are provided for each of the 5 subject areas and are to be shared and reinforced throughout the lessons. Don't make the common mistake of relying solely on dramatic statements, scare tactics, myths, or "tell an adult" messaging. Research shows most youth do not cyberbully or send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even backfire by providing youth with negative social norms to mimic.
- 2) **Skill-based learning objectives** are provided in each of the 5 topic areas designed to target established risk and protective-factors.
- 3) **Active learning strategies**, as opposed to a lecture format, are provided in the 5 subject areas with opportunities for youth to practice new skills through a) **role playing** activities as well as b) **discussion** periods with open-ended questions designed to produce a variety of opinions and answers for these complex issues.
- 4) **Adequate program dose** is key to program effectiveness. We recommend and have provided 3 lessons per topic area which are structured to build upon previous learning. *Note: complex problems like peer harassment, risky sexual decisions, and unhealthy romantic relationships (online or off-line) require more time than one 45-minute lesson can offer.
- 5) **Additional learning opportunities** such as **homework** and **booster lessons** (taught months or a year after the initial program implementation) have proven beneficial and are included with each subject area.
- 6) **Parent Support Take-Home Messages** are provided for each lesson to assist in creating a partnership of support and safety for our students. Engage parents in your internet safety efforts by utilizing the take-home pamphlets in coordination with robo-calls, newsletters, posts on the school website, etc.

Best Practices Implementation Plan

All the items you need to create either a week-long, month-long, or year-long Think B4U Post Internet Safety Program are available in the [School Climate & Discipline Resources SharePoint](#). As you plan the implementation of your school's Think B4U Post Internet Safety Program, the time dedicated and the fidelity with which you implement will determine your success. We recommend utilizing a 5-week implementation plan; below is the timeline for that model. If time does not permit, use this timeline as a modifiable base.

Prior to Implementation

- **Create your implementation plan:** For this best practices model, implementation will occur in the month of October since it coincides with Digital Citizenship Week.
- **Determine method of evaluation:** What (if any) method of evaluation do you want to utilize to assess the effectiveness of program implementation? Some methods your school can utilize are discipline data (bullying/cyberbullying, inciting a disturbance, etc.), pre and post attitude and behavior surveys, Customer Survey data, Common Sense Education surveys, etc.
- **Train all school staff:** During pre-planning week, use the Think B4U Post Staff Training (about 45min-1hr) to train all school staff. Share your school's implementation plan and ask for volunteers who are passionate about this topic to assist in program implementation.



- **Choose lesson plan implementers:** At the training, ask for volunteers or choose teachers to implement the curriculum with a focus on ensuring universal implementation (all students receive the curriculum). For example, choose all the teachers in a particular subject area, or all first period teachers. Other options include your Prevention Liaison, Peer Counseling Coordinator, parent volunteers, School Counselors, or Peer Counseling Students. Each lesson in this toolkit is very scripted and self-explanatory, but if you would like train the trainer assistance, speak to your Prevention Liaison or contact Aimee Wood at SC&D 754-321-1655.
- **Post announcements to create interest:** Post announcements and videos on your school’s website or newsletter - “Think B4U Post is coming!”
- **Set up a Think B4U Post Internet Safety Parent Night:** This event can be held before, during or after curriculum implantation. Plan a night filled with internet safety education and send out the editable Think B4U Post Flyer. Utilize and include your students in the event as much as possible – either through art projects, as assistant presenters, to train younger students on internet safety, etc.
- **Secure and display the Think B4U Post posters:** Access the posters through your school’s Prevention Liaison, SC&D or print them from the [Graphics & Posters folder](#) in SharePoint. Utilize these marketing tools to pique interest, begin the messaging process, and reward participation. Each poster reinforces that days/week’s topic regarding healthy and safe attitudes and behaviors online. You might also want to look into the purchase of other Think B4U Post marketing materials (pens, thumb rings, etc.) with the assistance of community partners or parent clubs.
- **Peer-to-peer (P2P) Component:** Access already existing pro-social clubs and determine their interest and the feasibility of creating a pro-social grassroots movement with the Think B4U Post P2P Ambassadors. Grassroots movements with students greatly increases the “cool factor” of behaving in a kind and responsible manner online for Tier 1 prevention, and can act as conflict mediators for Tier 2 intervention.
- **Revolving Library:** Have your school’s Prevention Liaison check out a set of books to incorporate into your school’s curriculum.

During Implementation

- **Schoolwide kick-off assembly:** Use the Toolkit PowerPoint with the entire school prior to the lessons being taught. It lays the foundation for the initiative you have planned and the lessons to be taught, while creating a common language and vision.
- **Morning Announcements:** Utilize the morning announcement script and public service announcement (PSA) videos each day to reinforce that week’s topic. Utilize students to help create supporting messages or videos with pro-social messaging.
- **Classroom lessons:** Schoolwide, each student will receive 3 lessons per week on each of the 5 subject areas. Schools have scheduling flexibility, but for this example:
 - Week 1, October 1-7 will be “Your Post Can Haunt Your Future” and its 3 lessons will be taught in 1st period to all students Monday, Wednesday and Friday.
 - Week 2, October 8-14 will be “If You Don’t Want Everyone To See, Don’t Let Anyone See It” and its 3 lessons will be taught in 1st period Monday, Wednesday and Friday.
 - Week 3 in October is Digital Citizenship Week. Have students voluntarily take the Digital Citizenship Week pledge and teach the “Don’t Be Over-Exposed Online” lessons Monday, Wednesday and Friday.
 - Week 4, October 22-28 will be “Your Post May Be Used Against You” and “What Effects Are Your Posts Having?” and its 3 lessons will be taught in 1st period Monday, Wednesday and Friday.
 - Week 5 will be “If You Wouldn’t Say It To Someone’s Face, Don’t Say It Online” and its 3 lessons will be taught in 1st period Monday, Wednesday and Friday.
- **Peer To Peer (P2P) Component:** Consistently utilize your P2P Ambassadors to provide both Tier 1 and Tier 2 prevention and intervention strategies.
- **Parent Support Take Home Messages:** Send home via email, homework or robo-call supporting information on that week’s topic along with suggested at home activities and parent tips on internet safety from each lesson.

After Implementation

- **Assess implementation:** Meet with your implementation team – making sure to include both staff and students in your assessments. Evaluate both the planning and implementation of the Think B4U Post Program. What worked and what can be improved for next year’s initiative? Examine any data collected.
- **Booster lessons:** Reinforce the Think B4U Post messaging months and/or a year after implementation with booster lessons. They can also be used during Digital Citizenship Week.
- **Peer To Peer (P2P) Component:** This pro-social club of internet safety advocates will continue to be utilized to promote pro-social messaging of kind and responsible online behavior.

Peer-to-Peer (P2P) Component

Peers have the power to greatly influence online behaviors. [Access the Think B4U Post Peer-to-Peer tools](#) to effectively create and utilize a P2P component in your Think B4U Post implementation. P2P prosocial ambassadors can provide effective Tier 1 and Tier 2 prevention and intervention.

- Tier 1: Student leaders set the norm that the majority of students will follow. Utilizing a grassroots movement with a P2P component in your Think B4U Post implementation, greatly increases the odds your students are inspired to be Digital Citizens who practice safe and respectful online communications. Additionally, having a pro-social club increases the longevity of the Think B4U Post initiative and enables schools to easily reinforce the messages annually.
- Tier 2: Much of the online student conflict and abuse can be mitigated with bystander activation or peer counseling and mediation. Who knows what drama is going on behind the scenes more than students? Let your students be activists for good. They can teach their peers the essential life skills of anger and conflict management. Please not, peer counseling and mediation is not to be used with cyberbullying.

To create a P2P component, utilize already existing pro-social clubs, your Peer Counseling students, or form a new group of students made up of both traditional and non-traditional leaders. This group will act as your Think B4U Post P2P Ambassadors. As a base for your efforts, use the “NetSmartz Student Project Kit”. This kit is designed for educators and other adult advisors to use with middle and high school students. It can be used in the classroom as part of an online safety curriculum to help students fulfill school community service hours, or as a youth group service project. It can be supplemented with videos and suggestions for the movement with “Bystander Revolution The Weekly Stand”.

The “NetSmartz Student Project Kit” empowers middle and high school students to educate their peers and younger students about online safety and digital citizenship. The kit puts students in the driver’s seat and allows them to engage with peers as the Internet safety “experts”. The kit has suggestions for all the 5 subject areas within the Think B4U Post Program. It encourages students to influence peers about online safety issues through either presentations, skits, or leading a classroom activity. Ensure your P2P students use the pro-social research-based messaging in the lessons. For example, “some students sext (cyberbully, plagiarize, etc.), but most don’t”. The internet safety activities and project ideas can be used with students grades K-12.

Revolving Library

The [Think B4U Post Revolving Library](#) consists of 9 books, 1 set of 30 for grade levels 3 through 11. Book suggestions for younger students can be found at [the Anti-Defamation League](#). Each book comes with a lesson plan. Support your school’s internet safety efforts by presenting your students with literature (fiction or non-fiction) that may resemble their real-world problems. Use these books as tools to help students work through some of the complex social and emotional issues related to today’s electronic connectivity and the internet in age appropriate ways.

Only Prevention Liaisons (PL) and Peer Counselors (PC) can check out a set of books on behalf of a school. Review the [Think B4U Post Revolving Library Directions](#) to learn more. If you have any questions, contact Aimee Wood or Kim Young at 754-321-1655.





Lesson Plans



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BY YOUR
CAN HAUNT
YOUR
FUTURE



Subject Area #1: “Your Post Can Haunt Your Future”

This subject area, [“Your Post Can Haunt Your Future,”](#) teaches what you post today can affect your future, particularly as it relates to potential college and/or employment acceptance. In today’s world, what you post online is not private. Parents, teachers, coaches, employers, and colleges often go online to find out about you – from your or other people’s profiles. Some teens have lost jobs, college admission offers, and scholarships because of information posted online. We want our students to remember, what they post online is forever and for everyone. This lesson will help students Think B4U Post.

Adequate program dosage is key to any program’s effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided (use Lesson 1), but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Utilizing accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students’ attitudes and behaviors. Don’t make the common mistake of relying solely on dramatic statements, scare tactics, myths, or “tell an adult” messaging. Research shows most youth do not cyberbully or send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. For this topic area, use these key messages:

- Most students don’t drink alcohol or do drugs, so most are not posting things online that will get them fired or excluded from universities or scholarships. In Broward County (Youth Risk Behavior Survey 2015), only 7.8% of middle schoolers reported ever using marijuana and 24.5% ever using alcohol. With high school students, only 24% used marijuana within the last 30 days and 30% alcohol.
- Most students are doing things in real life that would be attractive to colleges and employers. If posted wisely, they can increase their chances of being accepted.
- This unit is not about being perfect online, it’s about being real and respectful while recognizing that once something is posted, it can never be taken back.

Primary Lessons, Grades 3-5

[\(access them now\)](#)

Lesson 1: “Trillion Dollar Footprint” (for younger students you can substitute “Follow The Digital Trail”)

Lesson 2: “My Online Self”

Lesson 3: “Super Digital Citizen”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online”, [Order free copies](#) of the booklet online.
- “Family Tip Sheet - Privacy & Digital Footprints K-5”
- “Family Tip Sheet - Privacy & Digital Life K-5”
- “Family Tip Sheet Self Expression & Identity”
- “Seven Steps to Good Digital Parenting”

Student Support Pamphlets (optional as needed):

- “All Digital Citizens Poster”
- “Heads Up Stop Think Click Students Booklet”, [Order free copies](#) of the booklet online.
- “Mind What You Do Online”
- “Tips for Tweens Netsmartz”

Suggested homework

- Have students write an essay from the perspective their parent(s)/guardian about what the parent found after viewing all their text messages and anything they (or their friends) have written on their social media. It is to be written with the assumption that the parent found all their online items (maybe they installed some new tracking software on their computer and cell phone) and this is their parent's reaction about the child they see online versus the child they know at home. How does it make them feel? Does it change their views about what they have posted?

Booster lessons

- "Secret Sharer"
- "Picture Perfect"
- "Delete Day"

Secondary Lessons, Grades 6-12

[\(access them now\)](#)

Lesson 1: "Delete Day Lesson Plan"

Lesson 2: This "Posting Something You Regret" lesson is conducted utilizing "Oops I Broadcast It On The Internet Lesson Plan" with a focus on "Brittneys Story" and her embarrassment over a regretted post.

Lesson 3: "College Bound"

Parent Support Take Home Messages

- "Chatting with Kids about Being Online", [Order free copies](#) of the booklet online.
- "Family Tip Sheet Privacy & Digital Footprints 6-12"
- "Seven Steps to Good Digital Parenting"

Student Support Pamphlets (optional as needed):

- "Heads Up Stop Think Click Students Booklet", [Order free copies](#) of the booklet online.
- "Should I Share Poster"
- "SocialMediaSafety Teens"
- "Tips for Teens Netsmartz"

Suggested homework

- Have students write an essay from the perspective of a college counselor about them. The focus of the essay is about how the counselor views them after conducting a Web search with their name. Discuss what information the counselor found about the student and how this information effects whether the counselor views the student positively or not for acceptance and scholarships.
- A possible modification for this exercise for younger students, is to have them write an essay from the perspective their parent(s)/guardian about what the parent found after viewing all their text messages and anything they or their friends have written on their social media. It is to be written with the assumption that the parent found all their online items (maybe they installed some new tracking software on their computer and cell phone) and this is their parent's reaction about the child they see online versus the child they know at home. How does it make them feel? Does it change their view regarding what they have posted?

Booster lessons

- "Abbas Story" Play the video and utilize the Discussion Questions.
- "Private Today Public Tomorrow"



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IF YOU
DON'T WANT
EVERYONE
TO SEE IT
DON'T LET
ANYONE
SEE IT



Subject Area #2: “If You Don’t Want Everyone To See, Don’t Let Anyone See It”

This subject area, [“If You Don’t Want Everyone To See, Don’t Let Anyone See It,”](#) covers the potential embarrassment caused by online behaviors and posts, such as sexting. Posting messages, pictures and videos online is a fun way to keep in touch with friends and meet new people; however, it’s like an electronic tattoo. What is posted online can quickly become public and is permanent. We want our students to recognize their reputation is at stake and thoughtless posts can damage themselves, their friends, and their families. Have students ask themselves before posting, “do I want my grandmother to see this text or picture?” Imagine the embarrassment when family and friends view a photo they thought was only going to be seen by their boyfriend or girlfriend. What seems safe and private, is anything but and might even result in criminal charges. We want our students to remember, what they post online is forever and for everyone. If they don’t want everyone to see it, don’t let anyone see it. This lesson will help students Think B4U Post.

Adequate program dosage is key to any program’s effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided (use Lesson 1), but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Utilizing accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students’ attitudes and behaviors. Don’t make the common mistake of relying solely on dramatic statements, scare tactics, myths, or “tell an adult” messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even backfire by providing youth with negative social norms to mimic. For this topic area, use these key messages:

- Most youth do not sext.
- Sexting usually happens in the context of a relationship or goofing off, so it is important to acknowledge the many different ways youth might feel when they get a request to sext.
- The most important thing for students to learn is to not forward sexual pictures if they receive them – this changes online cruelty or rumor spreading behavior into criminal behavior. Sexting House Bill 75 states: If a minor is found to have knowingly possessed or distributed minor pornographic images, they can receive the following consequences: 1) first offense is non-criminal and they only get community service or a fine 2) second offense is a first degree misdemeanor and 3) third offense is a third degree felony. Notably, the child will not be found guilty if they did ALL of the three - didn't solicit it, didn't transmit it, and tried to report it.
- Most police intervention happens in cases of blackmail, bullying, or forwarding without permission.
- This unit’s lessons aren’t about being perfect online, they are about being real and respectful, while recognizing once something is posted, it can never be taken back. So be wise about what you post; it can hurt you and those people for whom you care.

Primary Lessons, Grades 3-5

[\(access them now\)](#)

Lesson 1: “Just Send It”

Lesson 2: “Which Me Should I Be”

Lesson 3: “Rings of Responsibility”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online”, [Order free copies](#) of the booklet online.
- “Family Tip Sheet Boys Girls & Media Messages”

- “Family Tip Sheet Digital Life”
- “Family Tip Sheet Digital Relationships”
- “Family Tip Sheet Self Expression & Identity”
- “Sexting Fact Sheet Educators Parents”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Mind What You Do Online”
- “Tips for Tweens Netsmartz”

Suggested homework

- “Overexposed Sexting & Relationships Homework” Have students read “Sexting: Advice for Teens” and then utilize the information to complete the “Overexposed: Sexting and Relationships” worksheet.

Booster lessons

- “Top Secret Lesson Plan”

Secondary Lessons, Grades 6-12

[\(access them now\)](#)

Lesson 1: “Overexposed Sexting & Relationships”

Lesson 2: “Feeling On Display”

Lesson 3: “Online Relationships Respect & Consent” If the video suggestion in the lesson, “Tea Consent”, is too mature for your students, another video option is “Choose What Happens Next”, followed by “Your Photo Fate.”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Family Tip Sheet Boys Girls & Media Messages”
- “Family Tip Sheet Digital Relationships”
- “Family Tip Sheet Online Self Expression”
- “Sexting Fact Sheet Educators Parents”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Sexting Advice for Teens”
- “Sexting Handbook”
- “Tips to Prevent Sexting Teens”

Suggested homework

- “Overexposed Sexting & Relationships Homework” Have students read “Sexting: Advice for Teens” and then utilize the information to complete the “Overexposed: Sexting and Relationships” worksheet.

Booster lessons

- “Who Are You Online”
- “Just Send It”



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DON'T BE
over-exposed
ONLINE

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WALLEN





Subject Area #3: “Don’t Be Over-Exposed Online”

This subject area, [“Don’t Be Over-Exposed Online”](#), covers internet safety, privacy and predators. There is no privacy online. Once you expose yourself to someone on the internet – you may have exposed yourself to everyone on the internet. Opportunistic online phishers can steal your info for financial gain; trolls can trick you in order to embarrass you; and sexual predators can show you more than you bargain for. We want our students to remember, what they post online is forever and for everyone. If they don’t want everyone to see it, don’t let anyone see it. This lesson will help students Think B4U Post.

Adequate program dosage is key to any program’s effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided (use Lesson 1), but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Utilizing accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students’ attitudes and behaviors. Don’t make the common mistake of relying solely on dramatic statements, scare tactics, myths, or “tell an adult” messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. Fact based messages regarding privacy, sexual solicitations and internet predators to share and repeatedly emphasize are:

- Internet predator cases are rare. It is a mistake to portray internet predators as older men who prey on young children by deceiving them. Research has identified that the overwhelming dynamic in internet predator cases, was teenage victims who knowingly went to meet persons who were older and interested in sexual relationships. The youth characterized their relationship as romantic, were flattered by the attention, and felt close to the adult. Recognize this dynamic may make it even harder for youth to tell an adult when the relationship turns dangerous. Keep in mind though, these internet predator cases of youth meeting adults online, forming a romantic attachment, and meeting them in person is still extremely rare.*
- What IS a much more common experience, is receiving unwanted sexual requests or questions online from either peers or unknown persons. There is a difference between unwanted sexual requests and internet predators.
- We want to teach there are a number of different options for responding to sexual solicitation based on these differences (i.e. – it’s a stranger verses a peer).
- Sexual assault of youth by someone you know in person is a much greater risk than “online predators”.
- Keep in mind and acknowledge that there are many reasons why it may be hard to tell an adult, so this is not a solution message upon which to rely solely.
- We are still learning about what online behaviors are risky. Even adults are scammed every day, so if a student falls victim they are not to be blamed, but supported and educated. Solely using admonitions like “don’t share personal information online” suggests this simple (and almost impossible to follow) advice will keep youth safe from something as complex and risky as a youth becoming romantically involved with older adults or being tricked by professional online scammers.

Primary Lessons, Grades 3-5

[\(access them now\)](#)

Lesson 1: “Safe Online Talk”

Lesson 2: “Private & Personal Information”

Lesson 3: “Talking Safely Online”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Cyber Security Made Clear”
- “Family Tip Sheet Digital Life”

- “Family Tip Sheet Online Security”
- “Family Tip Sheet Safe Online Talk”
- “Family Tip Sheet Talking Safely Online”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Mind What You Do Online”
- “Tips for Tweens Netsmartz”
- “Top 10 Teen Tips Cell Phones”

Suggested homework:

- “You've Won a Prize Lesson Plan” Modify this lesson into a homework assignment.
- “Strong Passwords Lesson Plan” Modify this lesson into a homework assignment.

Booster lessons:

- “Privacy Rules Lesson Plan”

Secondary Lessons, Grades 6-12

[\(access them now\)](#)

Lesson 1: For less experienced students use “Digital Life 101 Grades 6-8” and for those more experienced use “Digital Life 102 Grades 9-12”.

Lesson 2: “Sextortion Lesson Plan & Discussion Guide 6-12”

Lesson 3: “Scams & Schemes”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Cyber Security Made Clear”
- “Family Tip Sheet Connected Culture”
- “Family Tip Sheet Digital Life”
- “Family Tip Sheet Online Security Middle High”
- “Family Tip Sheet Protecting and Respecting Privacy”
- “Family Tip Sheet Risky Online Relationships”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Social Media Safety Teens”
- “Tips for Teens Netsmartz”
- “Top 10 Teen Tips Cell Phones”
- “Top 10 Teen Tips Passwords”

Suggested homework

- Utilize the “Step 4: Dig Deeper” section of the “Sextortion Lesson Plan & Discussion Guide 6-12”.
- “Troll Lesson Plan”

Booster lessons

- “Does It Matter Who Has Your Data”
- “Safe Online Talk”



think

B4U
POST

POUR
POST
MAY BE USED AGAINST
YOU



Subject Area #4:

“Your Post May Be Used Against You” & “What Effects Are Your Posts Having?”

This subject area has two slogans, [“Your Post May Be Used Against You”](#) and [“What Effects Are Your Posts Having?”](#) It teaches about the potential consequences for inappropriate online behavior both at school (Inciting a Disturbance) and criminally (piracy, plagiarism, fraud). We want our students to recognize that their texts and posts may be used against them, both at school and in a court of law. Everyone has disagreements, but if they post things at home that create a fight or disturbance at school, they can be disciplined. Social media has changed the way police investigate crimes and the way prosecutors put suspects on trial. If you don’t think before you post, you can be charged with piracy, video voyeurism, fraud, harassment, cyberbullying, or sexting pictures of minors. This lesson will help students Think B4U Post or text to avoid making posts that may be used against them.

Adequate program dosage is key to any program’s effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided (Lesson 1), but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Utilizing accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students’ attitudes and behaviors. Don’t make the common mistake of relying solely on dramatic statements, scare tactics, myths, or “tell an adult” messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. For this topic area, key messages to use are:

- Sexting pictures of minors – even of yourself is a crime. Most young people don’t sext, but if they do receive sexually explicit pictures, the most important thing is to not forward them. This changes online cruelty or rumor spreading behavior into criminal behavior. Sexting House Bill 75 states: If a minor is found to have knowingly possessed or distributed minor porno images they can receive the following consequences in order of repeated offenses 1) first offense is non-criminal and they only get community service or a fine 2) second offense is a first degree misdemeanor and 3) third offense is a third degree felony. Notably the child will not be found guilty if they did ALL of the three - didn't solicit it, didn't transmit it, and tried to report it.
- Florida’s Video Voyeurism Law, State Statute 810.145 states: “No cell phones with cameras and/or video recording devices are permitted in the locker room/restroom area” of ANY public restroom or place where there is the perception of privacy (locker-rooms, tanning booths, etc.). Video Voyeurism is a first-degree misdemeanor burglary and trespass and you will be charged even if the person you took the picture of had his/her clothes on.
- Copying and pasting material found online into schoolwork without citing it is plagiarism. Many do not understand illegally downloading and sharing music, movies, and software is a form of stealing called piracy. Teens need to be educated about these things so they can follow the law and be respectful of other people’s hard work. To help allow them the creativity and freedom of usage, they should also know about their rights to fair use, which is a principle that allows people to use a small amount of copyrighted material without permission in certain situations, such as for schoolwork, criticizing or commenting on something, or parody.
- Digital media shouldn’t be confused with a secret diary that can be hidden under a bed and destroyed someday. Police and prosecutors are able to retrieve texts and online posts after been deleted and they can lead to prosecution. For example, a 16-year-old Colorado boy was arrested for juvenile possession of a firearm after police saw pictures that he had posted of himself on MySpace posing with rifles and handguns.

Primary Lessons, Grades 3-5

[\(access them now\)](#)

Lesson 1: “Lesson 1 - The Reality of Digital Drama” Use it to introduce the new Code of Conduct violation, Inciting a Disturbance. Ensure you connect the reality of online drama (conflict, name calling, etc.) to face to face in school conflict. If a fight occurs at school due to something a student posted online, the student will be consequence for Inciting a Disturbance.

Lesson 2: “Whose Is It Anyway - Plagiarism”

Lesson 3: For younger students, use “Copyright Concepts Digital Sharing 4”, for older “Copyright In the Real World 6”.

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Family Tip Sheet Dealing with Digital Drama”
- “Family Tip Sheet Plagiarism & Piracy”
- “Family Tip Sheet Respecting Creative Work Primary”
- “Social Networking Tips Parents”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Mind What You Do Online”
- “Tips for Tweens Netsmartz”

Suggested homework:

- Utilize “Citing Online Sources Student Handout” from the “How To Cite A Site Lesson Plan”.

Booster lessons:

- “A Creators Responsibilities”
- “Copyright in the Real World 5”
- “Rework Reuse Remix”

Secondary Lessons, Grades 6-12

[\(access them now\)](#)

Lesson 1: “Lesson 1 - The Reality of Digital Drama” Use it to introduce the new Code of Conduct violation, Inciting a Disturbance. Ensure you connect the reality of online drama (conflict, name calling, etc.) to face to face in school conflict. If a fight occurs at school due to something a student posted online, the student will be consequence for Inciting a Disturbance.

Lesson 2: For younger students use “Creativity in the Online World 6-9” for older students use “Creativity in the Online World 10-12”.

Lesson 3: “Rework Reuse Remix”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Family Tip Sheet Plagiarism & Piracy”
- “Family Tip Sheet Respecting Creative Work Secondary”
- “SocialNetworking_tips_parents”

Student Support Pamphlets (optional as needed):

- “Cybercrimes”
- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Students Guide to Personal Publishing”
- “Tips for Teens Netsmartz”

Suggested homework

- See the homework assignment within “Creativity in the Online World Lesson Plan 10-12”.
- Utilize as homework the “Rights Remixes Respect Lesson Plan”.

Booster lessons

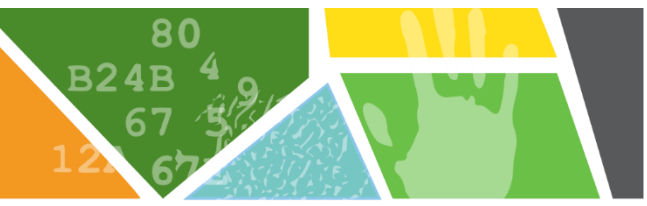
- “A Creators Rights”
- “Aquiring&Sharing Lesson B”
- “Copyrights & Wrongs”
- “Using Copyrighted Works Lesson C”



think

B4U
POST

IF YOU WOULDN'T
SAY IT TO
SOMEONE'S
face DON'T SAY IT
ONLINE



Subject Area #5:

“If You Wouldn’t Say It To Someone’s Face, Don’t Say It Online”

This subject area, [“If You Wouldn’t Say It To Someone’s Face, Don’t Say It Online”](#), covers cyberbullying with a focus on bystander activation. In Broward County, most students don’t cyberbully. Encourage students to ask themselves, if they wouldn’t say it to someone’s face, but would online, what does that say about them? Let’s make it cool to be kind online. Online harassment and cyberbullying can have real life consequences - for both the person cyberbullied and the person cyberbullying. This lesson will help students Think B4U Post or text to avoid engaging in cyberbullying. There is a particular emphasis on bystander activation, since that has been proven to be one of the most effective intervention tools.

“Promote upstander behavior. Empower your students with the responsibility to stand up for what is right and to address what is wrong. Provide them with examples of upstander behavior and support them.” – SchoolClimate.org

Adequate program dosage is key to any program’s effectiveness. Recognizing that time may be an issue, one lesson for each topic area has been provided (Lesson 1), but we strongly recommend increasing the dosage by implementing all 3 lessons per topic.

Research-Based Messages

Utilizing accurate and effective research-based messaging will increase the likelihood that internet safety efforts are incorporated into students’ attitudes and behaviors. Don’t make the common mistake of relying solely on dramatic statements, scare tactics, myths, or “tell an adult” messaging. Research shows most youth do not cyberbully, do not send sexual pictures, and internet predator abductions are rare. If these myths are perpetuated, you risk students discounting the inflated numbers, becoming confused by them, or the messages may even back-fire by providing youth with negative social norms to mimic. Fact-based messages regarding cyberbullying and online harassment to share and repeatedly emphasize are:

- Most youth do not engage in cyberbullying and in Broward County our cyberbullying rates are significantly lower than the nation. Approximately 3 students out of a class of 25 report being cyberbullied. Some do, but most don’t. Let’s get that number even lower!
- Targets have a number of different options for handling online harassment. Share them so students have a number of tools in their toolbox to intervene appropriately based on their personality and the circumstances. Some online cyberbullying/harassment response options for targets are to:
 - Tell the person who is causing the problem to stop.
 - Keep a cyberbullying diary of what is happening, take screenshots and save the posts to show someone if needed (police, parents, school).
 - Ignore or avoid the person who is causing the problem, X out of the chat.
 - Consider closing that social media account so you no longer have to see cruel posts and open a new one with permissions only given to close friends.
 - Try to help by talking to the friends of the person causing the problem.
 - Reach out to friends for support; they might be able to help solve the problem.
 - Report the abuser or abusive material to the social media site.
 - Make an anonymous report: Drop a note in your school’s Anonymous Reporting Box or to the Broward Police call the tipline at (754) 321-35, email to SecurityTips@browardschools.com, or submit a tip online at www.browardschools.com/SecurityTips.
 - Talk with a trusted adult in your family or at school about the problem.
- Online harassment can feel bad in a number ways, but does not usually end in suicide.
- There are strategies our students can use to de-escalate when they feel angry or disrespected – both face to face and online. Many of our students still need to learn the social and emotional skills for dealing with anger, jealousy, break ups, or feelings of being “insulted”. So, don’t hesitate to refer students for further assistance as needed.
- Teasing and put-downs online or offline may be harassment, even if they seem harmless or the person states they are “just joking”. Developing empathy is a lifelong social and emotional skill all our students need.
- Bystander activation is one of the most effective tools in bullying prevention. Teach there are a number of ways bystanders can intervene with cyberbullying – both directly and indirectly.

Directly:

- Stand up for others, counteract the negative comments with positive ones. If you know the aggressor personally, consider discussing with them the harmful effects of their words and how badly others may be viewing them due to their posts.
- Report the abuse using the reporting features of the online service where the harassment occurred. Follow the instructions you are given to provide the links of evidence for the moderator to review.
- Reach out to the person who is being harassed and ask if they are ok, if they need help reporting the incident, or help to get in touch with a local organization that can help them get the support they need.

Indirectly:

- Never forward the comments and immediately delete those that you receive. Refuse to add more bullying messages to the conversations.
- Use texting and social media in positive ways. As you post more and more positive information, others will follow your lead.
- Adults may be helpful in a number of different ways and students will often tell an adult. So, make sure you and the other adults in your school have tools to help and provide support.
- A lot of bullying happens offline too, and kind behavior works anywhere – let’s increase the kindness by making it more “fun” to be kind than cruel.
- Cyberbullying is not more damaging than face to face bullying, but research has shown students who are bullied both online *and* face to face are at much greater risk of long and short term damage.

A note for Broward County educators: Online harassment or cyberbullying fall under Policy 5.9. It is willful and repeated harm inflicted through the medium of electronic text or imaging and it may constitute a computer crime. If you see or have reported to you cyberbullying, you are mandated to report it to your school’s Investigative Designee. [Go here to learn more](#) about the Policy and [go here to learn more](#) about cyberbullying in general.

Primary Lessons, Grades 3-5

[\(access them now\)](#)

Lesson 1: “The Power of Words”

Lesson 2: “Whats Cyberbullying”

Lesson 3: “Group Think”

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Cyberbullying Parent Scripts”
- “Family Tip Sheet Cyberbullying Primary”
- “Top 10 Tips Parents Cyberbullying Response”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Mind What You Do Online”
- “Tips for Tweens Netsmartz”

Suggested homework: Taken from, “KidsHealth Cyberbullying Lessons & Teacher Guide”.

- **Create A 3-Fold Brochure on Cyberbullying:** After Lesson 3, have students take what they have learned about cyberbullying in class and how to handle it effectively and develop a 3-fold cyberbullying brochure. Be sure they include:
 - A catchy anti-cyberbullying brochure title or slogan,
 - The basics about what cyberbullying is,
 - Some different forms cyberbullying can take, and
 - How bystanders can intervene with cyberbullying – both directly and indirectly.

Then as a class, take the best elements of all the student’s brochures, develop a class cyberbullying brochure, and post it around the school.

- Optional extension: Instead of brochures, have the students create posters for the hallways. Have them include the basics about Broward County’s bullying and cyberbullying policy, along with where they can go for help. Bystander activation posters are an excellent option as well.

Booster lessons:

- “Chart It”
- “Evas Story”
- If not already completed during Digital Citizenship Week, do the “Digital Citizenship Pledge Lesson Plan 3-5.”

Secondary Lessons, Grades 6-12

[\(access them now\)](#)

Lesson 1: For students grades 6-8, use “Cyberbullying Crossing the Line 6-8” and for students grades 9-12, use “Turn Down the Dial on Cyberbullying 9-12”.

Lesson 2: “Cyberbullying Be Upstanding Lesson Plan”

Lesson 3: For students grades 6-8 use, “My Online Code Lesson Plan” and for students grades 9-12, use “Breaking Down Hate Speech 9-12”.

Parent Support Take Home Messages

- “Chatting with Kids about Being Online” [Order free copies](#) of the booklet online.
- “Cyberbullying Parent Scripts”
- “Family Tip Sheet Connected Culture”
- “Family Tip Sheet Cyberbullying Secondary”
- “Top 10 Tips Parents Cyberbullying Response”

Student Support Pamphlets (optional as needed):

- “Heads Up Stop Think Click Students Booklet” [Order free copies](#) of the booklet online.
- “Tips for Tweens Netsmartz”
- “Top 10 Tips Teens Cyberbullying Prevention”
- “Top 10 tips Teens Cyberbullying Response”

Suggested homework:

- Bystander Homework: Have students read the “We Are All Bystanders Article” and then read and review the videos on “Bystander Revolution The Weekly Stand” (http://www.bystanderrevolution.org/the_weekly_stand.pdf). Have students choose which video is most inspiring to them as an approach to “take the power out of bullying”/cyberbullying. Each student should be prepared to explain why and how he/she will incorporate this behavior into his/her efforts as a bystander to reduce and prevent bullying/cyberbullying. As a class, choose your favorites and play them for the school as morning announcements.
- Utilize a modification of the “To This Day Lesson Plan” with video.

Booster lessons:

- “Forms&Norms Lesson Plan”
- “Chart It”
- “Oops I Broadcast It On The Internet Lesson Plan” with a focus on “Evas Story” as it could relate to cyberbullying.



Internet Safety Programs & Resources; Sources & Citations



This toolkit could not have been completed without the research and program resources from the following:

[Evaluation of Internet Child Safety Materials Used by ICAC Task Forces in School and Community Settings, Final Report](#)

by Lisa M. Jones, Ph.D., Kimberly J. Mitchell, Ph.D., Wendy A. Walsh, Ph.D.

[B4UClick](#): B4UClick aims to create a way to educate, communicate, and provide a method of reporting online abuse to children and adolescents. In addition, B4UClick has supporting resources for parents, caregivers, teachers, and educators that meet government educational testing standards. Explore the online resources and reporting section to learn about internet safety and help your students learn to make smart, safe decisions when having fun online.

[BystanderRevolution](#)

[Childnet International](#): Joe's Story, Crossing The Line campaign

[Common Sense Education](#): Common Sense Education's Digital Citizenship Program provides K-12 teachers with materials in multiple formats to fit seamlessly into the classroom: lesson plans by grade and subject, lessons available as PDFs, iBooks Textbooks, Nearpod, student-facing videos, interactive games, assessments, teacher-training and support materials, as well as family education materials across subjects. The curriculum empowers students to make safe, smart, and ethical decisions online while addressing real challenges for teachers and students such as: internet safety, privacy and security, relationships and communication, cyberbullying and digital drama, digital footprints and reputation, self-image and identity, information literacy, as well as creative credit and copyright. It also provides items specific to Digital Citizenship Week.

[School Climate & Discipline Department](#): All Think B4U Post components are available in the [School Climate & Discipline \(SC&D\) Resources SharePoint](#). To access additional resources on the 6 strands of prevention go to the [SC&D SharePoint](#) or SC&D website, [BrowardPrevention.org](#). For further support or questions, please contact SC&D at 754-321-1655.

[Free Prevention Resources List](#): SC&D provides a compilation of free resources, including SEL curriculum and proven programs, structured into SC&D's 6 strands of prevention: Violence Prevention, Health & Wellness, Instructional Strategies, Substance Abuse Prevention, Diversity, and MTSS Academic & Behavioral Supports.

[Federal Trade Commission](#)

[Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D., Cyberbullying Research Center](#)

[iKeepSafe](#): iKeepSafe material is geared toward elementary, middle, and high school students and consists of books, videos, and animated films. Programs include the Faux Paw, the Techno Cat series for young children; a series of workshops on digital literacy developed with Google; and Project Pro, an interactive program focused on online reputation and privacy. All educational programming material is made available for free to educators and focuses on providing information about how to recognize and avoid "inappropriate contact, content and conduct online.

[InCtrl](#)

[i-SAFE](#): The i-SAFE prevention program has a K-12 school-based curriculum. In 2009, i-SAFE moved from a model of free online access to its materials to a multi-level subscription service. SC&D purchased a site license, therefore BCPS staff

has access to the curriculum from that time period within [SharePoint](#). The curriculum focuses on seven general areas: 1) cyber community citizenship; 2) personal safety online; 3) cyber-security; 4) cyber predator identification; 5) intellectual property; 6) digital literacy; and 7) outreach, empowerment and review.

[KidsHealth](#): Provides lessons for educators.

[Shane Koyczan](#): [To This Day](#) video and [Troll](#) video.

[Media Smarts](#)

[MTV, A Thin Line](#):

[NBC Nightly News](#)

[NetCetera](#): The NetCetera online toolkit offers free resources for teachers, parents and students teaching online safety. Resources include [presentations](#) to parents or teachers, student [videos](#) for the classroom, and [free booklets](#) for distribution.

[NetSmartz](#): The NetSmartz program curricula and materials are designed to educate youth about potential internet risks and empower them to prevent online exploitation and victimization. Materials, developed for youth from elementary school through high school, are all available on their website for free. PowerPoint presentations are available for use in assemblies, and over 25 individual “lessons” are also available that include short videos with “activity cards” that educators can use to shape the lesson.

Dr. Maureen O’Connor, JD, PhD, John Jay College of Criminal Justice: Cyber-stalking information.

[Olweus Bullying Prevention Program](#)

[SchoolClimate.org](#)

Sextortion: If you believe you’re a victim of sextortion or know someone else who is, call your local FBI office or toll-free at 1-800-CALL-FBI.

[We Are Social](#): Data base from [GlobalWebIndex](#).

[Web Wise Kids](#): Web Wise Kids (WWK) is a national nonprofit organization that specializes in interactive computerized games on ISE topics. Web Wise Kids provides family and school editions of their original games for a fee: MISSING, Air Dogs, and Mirror Image as well as three hour training workshops for school personnel and law enforcement officers. The detective-style computer games are based on actual criminal cases that youth working with detectives try to solve. The games cover issues of piracy, e-fraud, online-romances, cyber-stalking, online predators, and identity theft. A newer program “It’s Your Call” was designed to address cell phone safety. There is also a free game played through a cell phone application: “Be Seen” was developed to address responsible behavior on social networking sites.



Appendix

To access the Appendix resources below, click on the link.

- A. [Digital Citizenship Week](#)
- B. [Event Flyer](#)
- C. [Graphics, Logo & Posters](#)
- D. [Morning Announcements & Videos](#)
- E. [Parent Letter](#)
- F. [Parent Training](#)
- G. [Program Overview Flyer](#)
- H. [Staff Training](#)
- I. [Student Kick-Off Assembly](#)
- J. [Revolving Library Directions](#)



