

REALITY AVENUE

“Cyber Life: What’s REALLY Happening Online?”

Follow-Up Discussion Prompters, Classroom Activities & Assignments

Questions can be utilized as a resource for an interactive teacher driven activity or as a prompter for written assignments. Classroom ground rules for the discussion should be set, if not already, for confidentiality (no names – “I know someone who...”), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.

1. What percentage of your day is spent on-line?
2. List the top 10 things you do on-line each week from *most* frequent to *least* frequent.
3. Are you a better *on-line* friend or *real-life* friend? Explain.
4. How knowledgeable are your parents or guardians regarding the Internet?
5. How knowledgeable are your parents or guardians regarding *your* activity on-line?
6. Research tells us that between 75% and 95% of our student population are active on-line. With this fact in mind, how is the statement “The home is a refuge” challenged in the 21st century?
7. After watching the Reality Avenue Internet Safety show, what do you know about:
 - *cyber grooming*
 - *creepies* and *randoms*
 - *sexual predators*
8. *Sexual predators* solicit one in every five children. Why do you believe many children keep this information from their parents or guardians? Have you ever been made uncomfortable or harassed by someone online?
9. Define cyber *bullying*. How have you or anyone you know been affected by cyber bullying? How do you feel when people talk about you on-line? Please share.
10. Divide and/or Debate – Do we ever REALLY know who we are speaking with online?
11. How can cyberbullying be more hurtful than face to face bullying and why?
12. Brainstorm ways you can protect yourself against Internet abuse.
13. It takes 3 pieces of information to find you with specialized online search engines. Keeping this in mind, create 5 safe and unsafe screen names for yourself.
14. What are some Rules of the Road for passwords?
15. After watching Reality Avenue Internet Safety show, what did the expert say were the four “R’s” for combating Internet abuse? Please list each and discuss how you are empowered to stay safe on-line.

Reality Avenue Activities (Middle and High School Students)

Sunshine State Benchmarks For Middle School	LAA1.3, LAA23, LAB1.3, LAB23, LAC1.3, LAC23, LAC3.3 SSA23, SSA3.3, FLA1.3, FLA23, FLB1.3, FLC1.3, DAB1.3 THA1.3, THA23, THE1.3, VAE1.3 HEA23, HEB1.3, HEB23, HEB33, HEC1.3, HEC23
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Sunshine State Benchmarks For High School	LAA1.4, LAA24, LAB1.4, LAB24, LAC1.4, LAC2.4, LAC3.4, LAD1.4, LAD2.4, SSB2.4, SSC2.4, FLA1.4, FLA2.4, FLA3.4, FLB1.4, FLC1.4, THB1.4, THC1.4, THE1.4, VAA1.4, VAB1.4, VAE1.4 HEA1.4, HEA2.4, HEB1.4, HEB2.4, HEB3.4, HEC1.4, HEC2.4
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Activity 1: “CYBER BULLYING” - BROCHURE CREATION & DISTRIBUTION

Student Learning Objectives:

Students will design a brochure identifying resources to cope with online bullying. In addition, the students will communicate awareness and safety tips to the community.

Activity:

The students will decide a target audience for the distribution of the brochure(s). Divide the class into groups of 2 or 3.

Ask the students to respond to the prompts that focus on cyber bullying, and internet danger. Using the background knowledge from the previous discussion, the students will create a brochure, or series of brochures, to relay information on how to avoid, and deal with cyber bullying.

Have the students brainstorm ideas that focus on Prevention Techniques/Safety Tips. Illustrate the ideas in the brochure.

The idea is to GRAB PEOPLE’S ATTENTION & EDUCATE THEM AT THE SAME TIME.

Activity 2: “CYBER SECURITY”

Student Learning Objectives:

Students will interact in the classroom environment through group discussion, and creation/presentation of skits on cyber issues.

Activity: This is an opportunity to give your peers information about surfing the net safely. You can act, direct, write the script or work behind the scenes.

Here’s an example to get you started:

THE SCENE:

Two students at computers sending e-mails back and forth.

ACTION:

Student 1: Tell the audience that you're going to play out a scenario of sending and receiving an e-mail with a suspicious attachment. You're going to check your e-mail and download material without running it through virus detection software.

Student 1 and 2: Read your e-mails out loud so the audience can hear you.

Student 1: Forwards a music download that contains a virus.

Student 2: Opens the infected attachment.

Student 1: Demonstrate the computer malfunctions- demonstrate ways to check cyber security for the audience.

CUT! THAT'S A WRAP.

Now write your own skit and present it for students, parents, and/or teachers at your school.

Activity 3: "ONLINE AND HELPLESS"

Student Learning Objectives:

Students will write a response letter providing successful tips they have developed for preventing and responding to cyber bullying.

Activity: Divide students into groups of 3 or 4. Hand out the "HELPLINE" letters for the students to read. Some of the letters will be from bullies and victims.

Each group will draft a response letter advising one of the letter writers. The letters should incorporate successful tips, local resources, help, etc.

"ONLINE and HELPLESS" Letters

Letter #1

Dear "Online and Helpless"

My name is Kate. I have really bad eyesight and have to wear glasses. I HATE them! Kids at school call me four eyes. I can't wear contacts. Recently, this girl in my class started a website where kids can vote on "titles." Well guess who is in the lead for biggest nerd. Me! They even have a REALLY bad picture of me on the site. One called me stupid and another guy would never go out with me. I don't ever want to go back to school and face these people. What should I do?

Letter#2

Dear: Online and Helpless"

My name is Josh and I'm fifteen. I haven't told anyone about this (don't want my parents to FREAK and take away my computer), but I have been receiving gifts in the mail from these two friends I made online. I know it sounds weird, but they said if I just sent a pic of me without a shirt, they'd send me an iPod (I used a PO BOX for safety) and they did!

At first I thought it was no big deal and it was cool getting free stuff, but now I think there are more than just the two guys involved and they are asking for more and more pics with less and less clothes.

What should I do and can they find me?

Letter #3

Dear “Online and Helpless”

Yesterday I was in a chat room. I often visit them on my favorite topics – like movies, etc. Well this one had several people in it I knew from school. While discussing a movie, I didn’t like ... it got really ugly after that. They all ganged up on me and said I was stupid and that I didn’t know what I was talking about. After the name calling, a chatter said-I know who you are and if I were you I would be scared. At that point I logged off. Normally I don’t take this stuff personally, but some of this stuff made me wonder... Should I tell someone or something?

Letter#4

Dear: Online and Helpless”

My name is Mark. I’m fourteen. I’m being harassed and I don’t know why.

I received emails telling me things like 14 days until you die. The countdown goes each day. I have no idea why anyone would want to do this to me. I’m scared to go to school or even leave the house. What should I do?

Point to Ponder:

Is Online Bullying a problem? Statistics show it is on the rise. If the problem of online bullying continues to grow, what might be some consequences? Will online freedom change? What do you suggest?

**Additional information, activities and support are available if you become a member of
iSafe: www.isafe.org**