

Script: Internet Safety Ages 11-13

Please note that presenter's notes are italicized

Slide 1: Deal.org talks about Internet Safety: facing the net realities

Slide 2: Internet Safety...

- *Being safe online means knowing your way around the Internet. The net has become a regular part of most of your lives, which has a lot of benefits (instant messaging, e-mails, keeping in contact with friends, easy searching for information, etc.).*
- *The bad side is that the Internet can be deceiving in many ways. You must be careful on the Internet, especially in situations such as people or companies asking for personal information, meeting new people and with what you say and post online.*
- *The goal of this presentation is to make you think more critically about your Internet behaviour and practices and also to make you aware of the net's realities.*

Slide 3: Do you know what your information is being used for?

- *The Internet makes it easy to collect and store information about people. Companies may encourage you to answer online surveys, enter online contests and fill out registration forms that include questions designed to obtain your personal information.*
- *This information can be used for anything from creating advertising campaigns that target specific youth groups to being sold to other companies who then send you spam mail.*
- *For example, some social networking sites use the information you post on your profile to determine the different ads that appear on your profile and pages you visit.*

Slide 4: Look out for websites that ask for your:

- **Full name**
- **Home address, postal code or phone number**
- **E-mail address**
- **Friends' email addresses**
- **Hobbies and interests**

- *Just like any time you would give out your personal information offline, you should be cautious about whom you are sharing your information with.*
- *Your personal information can be obtained and misused in many ways. For example, it can happen when you:*
 - *provide information when registering for Internet services or software (i.e. file-sharing, instant messaging, e-mail).*
 - *complete a personal profile for a social networking or online gaming site.*
 - *fill out online surveys to enter competitions for prizes.*
 - *post messages on website message boards.*
 - *give out personal information in chat rooms or through instant messaging.*

- Before submitting any personal information online, you should:
 - try and find out why all of this information is needed and determine if they will keep your information confidential by reviewing their confidentiality clause.
 - always read the website or service provider's privacy policy before giving out your information or saying "okay" when signing up for anything.
- To maximize the security of your private information online, you can set up an alternate email address using false information to use in cases where you are asked to provide your email. This way, if your email is targeted with spam mail at least it won't be in your personal e-mail account.

Slide 5:

Ask the students the following questions. They can either answer out loud, or be given a few seconds to think of their responses in their heads.

- You receive this instant message from Studly_04. What would you do, respond with the information since his avatar looks nice enough? Respond with mostly false information? Don't respond at all?
- What would you do if a friendly looking person in the mall turned to you and asked you these questions? Would you respond the same way?
- If you wouldn't do it in the mall, why do it online?

Slide 6: Online Contests

They're so appealing because you might win something!! But they often ask for tons of your real info. What should you do?

Allow students to answer this question. It might be good to remind them that even though they may potentially win something, many scams can be found on the internet.

Before entering a contest online, ask yourself:

- Is it being held by a company you know?
- Is there a number to call to talk to someone about details, or a website to visit?
- What do you have to do to win? Answer an obviously easy question, or give them personal information to get the prize?
- Remind students that even if you follow all safety rules when it comes to online contests or shopping, you can sometime fall victim to an online scam. Online scammers can make fake websites and emails where it is virtually impossible to tell.

Most importantly, does it sound too good to be true?

Slide 7: If it sounds too good to be true... it most likely is!

For more information, or to report any scams or fraud you come across, visit

- www.recol.ca
- www.phonebusters.com

Use your gut instinct when you run into these kinds of situations. If it sounds too good to be true, it most likely is! For more information, or to report any scams or fraud you come

across, visit: RECOL (reporting economic crime online) www.recol.ca or the Canadian Anti-Fraud Call Center www.phonebusters.com.

Slide 8: Chatting

- Chatting online has become an everyday activity for the majority of youth whether it is through instant messaging services or social networking sites.

- 86% of grade 11 students use instant messaging on an average day.

- 86% of students report that they have email accounts ([Media Awareness Network. Key Findings. "Young Canadians in a Wired World Phase 2, 2005"](#))

Slide 9: Benefits of Chatting

- **Staying connected with friends from school or those who have moved away**
- **You can chat while browsing the web**
- **Make new friends from all over the world**
- **Chat programs can be used to work with others on school projects or to transfer files**

Ask youth if they can come up with other benefits of chatting.

Slide 10: Michel's Story

Present Michel's story (below) and allow students to answer the question, "What can happen as a result of Michel giving out this information?"

Michel's Story:

Michel was in his favourite chat room when he received a private message from ill_skillz. Ill_skillz and Michel chatted for a few minutes, and ill_skillz told him about a great new application for a popular social networking site that could allow Michel to see everyone who looked at his profile. Michel really wanted this application and asked ill_skillz how he could add it. Ill-skillz told Michel it was very confusing and would take forever to explain to him how to add it. He told Michel to give him his username and password, and that he would add it quickly for Michel. This made Michel a little uncomfortable, but felt better about it when ill_skillz explained that as soon as he was done, Michel could go back in and change his password to something else.

Michel gave ill_skillz his username and password and waited anxiously to hear back from ill_skillz. After waiting what seemed like forever, Michel tried to message ill_skillz to see how things were going, when he found that ill_skillz had left the chat room. Michel then tried to log into his social networking site account only to discover that his password no longer worked. Michel couldn't believe he had been so quick to give his username and password, even though he was uncomfortable about the whole idea.

Possible answers to the question include:

- *a stranger may now know his address, what school he goes to, where he works and other personal things.*
- *his pictures can be used for other purposes.*
- *mean messages could be sent from his account to his friends.*

- his friends' personal information could also be taken and used for other purposes.

When the students are done answering the question, remind them that:

- *sharing your password is like giving away the combination to your locker.*
- *never share your passwords with anyone, not even your friends. Once you give someone else access to your information, what they do with it is no longer in your control!*

Slide 11: Negative Aspects of Chatting

- **Hard to convey emotion or tones of expression**
- **Can be habit forming**
- **Use of short-forms and slang may make its way into your everyday speech and writing**
- **Harder to determine who you should and shouldn't talk to**
- **People can lie about their age, sex, location and intentions**
- **You can become the victim of harassment, verbal abuse or cyberbullying**

Ask youth if they can come up with other negative aspects of chatting.

Slide 12: Social Networking Sites

- **Add only people you know as friends personally**
- **Set your privacy settings. If not, virtually anyone can see what you post online!**
- **Respect others online: if they do not wish to have their names or picture on your page, respect their wishes!**

Remember: once you post something online, it is no longer private! You no longer have control over what or how it can be used.

*Another way to keep in contact with friends and family is through **social networking sites**. While having a blog, personal website, or account on a website open to public viewing is great, it is important to be aware of what you post on such sites. You should also think critically about who you add as friends, what you say and do on the site, as well as whom you allow to access your information.*

- *Basic rule of thumb: Do not post or do anything you would not want your parents or grandparents to see!*

Slide 13: Chatting Tips

- **Use a nickname that does not say too much about you**
 - **Examples: SillyBee, Prostar_22, *hyper_1***
- **Don't give out personal information (which city you live in, which school you go to, sports teams you're on etc.)**
- **Don't send pictures of yourself – especially to people you don't know personally**

- **Don't meet up with people you meet online – especially not alone or without telling anyone where you are going and who you are meeting**
- **If anyone online makes you feel uncomfortable, tell a parent or trusted adult**

To ensure you always have a good time chatting online, here are a few tips to keep in mind:

- Use an impersonal nickname. *The more impersonal a nickname the better. Your name online is the first thing others see and it determines the first impression they have of you. Ex: SillyBee, Prostar_22, *hyper_1*.*
- Don't give out personal information. *Personal information is anything that you wouldn't feel comfortable telling a stranger on the bus or while waiting in line to buy something from the grocery store.*
- Don't send pictures of yourself. *It may seem as though sending a picture is harmless, but the truth is once it's out there you have no control over who sees that picture or what it is used for. You can't predict where this picture might end up posted or into whose hands it can fall. Imagine how weird it would be if you were visiting www.crazypeople.com and found your picture! Once you send out your picture, how it may be used, modified or who may see it is out of your control.*
 - *Also, the person you are sending your picture to may not be who they say they are, yet they now know exactly what you look like. Combined with other things you may have told that person, it can be easy for them to seek you out without your permission.*
- Don't meet up with people you meet online, *especially not alone or without anyone knowing where you are going and who you are going to see. It may be tempting to meet someone who you have come to like online, but the reality is you don't know who they truly are. Ask yourself this: have you ever lied to someone online? Most likely yes. That means that it's likely you have been lied to as well. The person you are meeting may not be who they say they are, or have other intentions than what they have led you to believe.*
- If someone you are talking to online makes you feel uncomfortable, tell a parent or trusted adult.

Slide 14: Cyberbullying

Cyberbullying involves the use of communication technologies such as the internet, social networking sites, websites, email, text messaging and instant messaging to repeatedly intimidate or harass others.

Slide 15: Examples of Cyberbullying

- **Sending mean or threatening emails or text/instant messages**
- **Posting embarrassing photos of someone online**
- **Creating a website to make fun of others**
- **Pretending to be someone by using his or her name**
- **Tricking someone into revealing personal or embarrassing information and sending it to others**

Slide 16: David Knight

Share David's story (below). You may be asked to reveal specific details about David's case. We suggest that you respond that the details of his case are not important and that what is important is to recognize the harm that bullying causes, whether done in person or online.

David Knight

As reported by [CBC, 2005](#):

- David Knight's life at school was hell.
- He had **no idea why** he was teased, taunted and physically hurt for years.
- The humiliation became unbearable when someone set up an abusive website about him.
- The website posted vulgar, sexual comments and hurt David's reputation. He also received nasty emails with similar messages.
- In David's case the bullying escalated from 30 people in the cafeteria saying something about him, to being posted online for 6 billion people to see.
- Feeling trapped, David left school to finish his last year of studies at home.
- Seven months later, David and his family finally got the hurtful website taken off the internet.

Slide 17:

**How is cyberbullying different from traditional bullying?
What can someone do if they are being cyberbullied?**

Ask the group the questions and write their answers on the blackboard or a flip chart. Should they have difficulty answering the question, give them some of the examples below and encourage participation. Once the discussion has dissipated, continue to the next slide.

- 1) How is cyberbullying different from traditional bullying?
 - It has no boundaries: cyberbullying can follow one home after the school day is done, or anywhere else where communication technologies are accessible.
 - It can be harsher: often things are said online that one would not normally say in person, mainly because one cannot see the other person's reaction.
 - It is farther reaching: one can make fun of someone to an entire class with just a few clicks through an email or website, or post something for the whole world to see. Also, anyone can be cyberbullied, including teachers, principals and other adults.
 - It can be anonymous: made-up screen names and email addresses are often used. Often times the cyberbully knows the victim, but the victim does not know who the cyberbully is.
- 2) What can someone do if they are being cyberbullied?
 - Do not reply to messages or posts from cyberbullies. If possible, block the sender of the emails/messages.
 - Keep a copy of the messages. You do not have to read them, but you may need a copy in the future if you decide to report the bullying.

- *Tell someone about it, such as a parent, teacher, law enforcement officer or adult you trust.*
- *If the messages are on a website or webpage, contact the Internet Service Provider (ISP). Most ISPs have policies that include guidelines for using the service as well as actions that can be taken if they are not followed. Many websites also have a link or button where one can report inappropriate content. In some cases, the website owners themselves can remove the content and/or warn the individual who posted it, while others require an investigation into the incident.*

Slide 18: First Impressions?

Ask students what first impressions they get from the avatar on the left. Then ask what first impressions they get from the avatar on the right. Ask students what they would think if you told them that the Avatar on the left was actually:

- *15 year old girl*
- *Lives in a rural town in Alberta*
- *Is part of the school choir and volunteers at a local retirement home*

Ask students what they would think if you told them that the Avatar on the right was actually:

- *52 year old man*
- *Lives with his family in a townhouse located in a major city*
- *Works for a publishing company*

After giving the students the descriptions, ask them if they are surprised. Was their first impression different from the description of the person?

Slide 19: Think about this:

- 1) *First impressions online matter.*
 - *Ask youth to think about what impressions any pictures (real or fake) they put online may give others of them.*
- 2) *People are not always who they say they are.*
 - *Have you ever lied online (about your age, where you're from etc.)?*
 - *If you can lie, so can other people. Don't believe everything someone tells you online!*

Tell youth that this exercise was fictional, and was created to get them to think about these two ideas.

Slide 20: Internet Luring

Most of you have probably made something up online before, from how old you are to which city you live in, which makes it likely that someone you have talked to was not totally honest with you either. Unfortunately, not everyone you meet online has the best intentions when making things up.

Slide 21:

Some people you meet online may be contacting you with a sexual interest, rather than a friendly interest in you. Using the internet to convince a youth to meet for sexual acts is called luring, and is a crime in Canada.

Slide 22: Possible Warning Signs

- offering you bribes, gifts or jobs.
- are overly affectionate and give you lots of compliments.
- offer to help you with homework or private problems.
- claim to be in an emergency situation and need you to do something right away.
- try to threaten, intimidate or boss you around.
- go out of their way to try and be friends with you.
- gradually introduce sexual content into conversations.

Remember: People may not be who they say they are. Just because someone sounds like they are around your age, does not mean that they are. Adults can pretend to be younger online. Also, adults who seem to be trustworthy can also have bad intentions.

- Here is the experience of a young Canadian girl who met someone online, as reported by CBC:

- *This story is based on real events; however, the girl's real name was not released, so we will call her Katrina. In 2003, 12 year old "Katrina" met a boy in a chat room, who said he was 17 years old. They had two different conversations that were sexual in nature, later swapping contact information. He called Katrina, allegedly propositioned her for sex. She hung up and her father called the police ([CBC, 2003](#)).*

Slide 23:

Not everyone online has bad intentions...the Internet is a great place to meet new people and make new friends!

The point of this lesson is to make you more aware and hopefully inspire you to think critically about things you do online.

Slide 24: If someone makes you feel uncomfortable online...

- stop all contact with the individual and block them if possible.
- save the messages and content if possible (including the person's screen name and email) in case the authorities need to be involved and conduct an investigation.
- tell a trusted adult, such as a parent, school teacher or law enforcement officer.
- You can also contact www.cybertip.ca to report anything that is offensive or makes you uncomfortable online.

Slide 25: Nickee

Read students Nickee's scenario (below), and then ask them the questions provided. Allow students to answer, and add in any of the responses noted below that students do not come up with themselves.

12 year old Nickee recently signed up for a popular social networking site. She wants her profile to make her look good to everyone who views it, so she adds several pictures she took of herself posing in shorts and a tank top. She fills out sections asking where she goes to school and what her hobbies are. She wants people who see her profile to be able to get in contact with her, so she also adds her email and cell phone number.

1) Would you post the types of things Nickee has posted?

- Rhetorical question, let the youth think about this.

2) What can people find out about Nickee given the information she provided?

- Someone could search her high school to find out what city she lives in.

- Someone could search her name to find out and link to any other information she has online about herself. This can include information she may not even realize is online such as newspaper articles her name may have been in or pictures that she has been labeled in.

- Someone could even visit her high school and be able to pick her out from a crowd, based on the pictures she provided.

- While this all may be very unlikely, the more information you post online, the more people have access to you and your life.

3) What can Nickee do to be safer online?

- Use a screen name in her profile.

- Remove personal information such as her school and cell phone number.

- Set her privacy settings and allow only people she deems to be friends see her information and pictures (also add only people she knows in real life to be her friends).

Slide 26: Chris

Read students the scenario below, and then ask them the following questions. Provide the following answers if the students do not mention them.

Chris had been doing some research about sexual assault for his Social Issues class when he came across a website that had pornographic pictures that claimed to be sexual assault pictures. Chris figured this website might not actually be real but he still felt uneasy about the fact that this website existed on the internet.

1) What would you do if you were Chris?

- Tell a trusted adult

- Note the web address and time/date he found the website

- Report the website to www.cybertip.ca

Slide 27: Report any illegal information you find online to the police

- **Cyber-stalking or harassment**
- **Internet scams or fraud**

- **Dangerous and illegal activities, such as bomb-making, terrorism or unlicensed trade of weapons**
- **Physical threats**
- **Hate crimes**
- **Hacking (illegally breaking into individual computers or computer networks)**

Tell students that while browsing online, there is always a chance you may come across uncomfortable material, or see something that bothers you. The RCMP recommends that you report any of the illegal online situations above to your local police:

Illegal situations that are not emergencies should be reported to the Internet Service Provider (ISP) as well as to the police. Most ISPs have Acceptable Use policies that define privileges and guidelines for those using the services and action that can be taken if those guidelines are violated.

Slide 28: The REAL deal

If you wouldn't do it in person, why do it online?

Think critically about what you do online!

End the presentation by telling students: everything you do online has consequences offline. If you wouldn't do something in person, then don't do it online.

Slide 29: Want some more information?

Visit www.deal.org and we'll show you how to get involved in your school and community!

Check out these websites:

www.cybertip.ca

www.bewebaware.ca

www.thinkuknow.com

www.media-awareness.ca

www.kidshelpphone.ca (1-800-668-6868)

Feel free to contact me if you have any other questions about what was presented today. You can also visit deal.org for more information or email deal-choix@rcmp-grc.gc.ca. If you would like to promote internet safety in your school or community, check out the Toolbox section of deal.org for more information about how you can get involved! I have provided several other sites you may want to look at for more information. Thanks for inviting me to come talk to you today!

