



Internet Safety StarShine Suggestions

INTRODUCTION

From its power as a research and networking tool to its potential for casual cruelty, the Internet presents new challenges to the technologically savvy students desperate to connect. Adults may be swimming upstream as they attempt to catch the wave and surf with the seemingly sophisticated techies of the next generation. How do we keep our children safe from the perils of social networks and other on-line dangers that they find at their fingertips?

StarShine Workshop-Internet Safety is designed to help educators and parents alike do just that. Using authentic examples from real-life experiences, this video will jump-start conversations about the challenges and dangers that the advances in technology bring with them. It will also provide suggestions that will be KEY to your students' safety as they surf the World Wide Web. After students watch it in class, why not invite parents to a Safety Night or show it at your next Parent Teacher Organization meeting?

SETTING THE SCENE

Using the following questions (or an equivalent assessment), determine the extent of students' Internet savvy and use:

- 1.) What are some ways to use the Internet?
- 2.) List some of the benefits of the Internet.
- 3.) What are some potential dangers of the Internet?
- 4.) How often are you online? How many hours per day? Per week?
- 5.) How many of your parents would know how to help you if you were in danger of being hurt online?

Show the StarShine Workshop DVD. Facilitate a discussion following the episode. Use some or all of the questions and suggestions to assess comprehension as well as to enrich their real-life application to the material.



FOLLOWING UP

- 1.) What specific problem did Chelsey encounter on the Internet?
- 2.) Why do you think Chelsey was portraying herself so differently?
- 3.) What do you think Chelsey means when she says that the Internet “was addicting actually.”
- 4.) Chelsey said, “I had around 530 friends and I didn’t know even half of them.” How could she be friends with them if she didn’t even know them?
- 5.) What was motivating Chelsey to have that many friends? What might be a drawback?
- 6.) How does being a friend to someone in today’s society differ from being a friend to someone ten years ago? Twenty years ago?
- 7.) Which type of friend is safer, a real-life friend or a digital-life friend? Why?
- 8.) Which type of friend is easier to connect with? Why?
- 9.) Using a dictionary, find the meaning of the word predator. Inside of that definition, you’ll find the verb to prey. What does to prey mean?
- 10.) What does an online predator look like? Where does he/she live?
- 11.) Why are online predators so dangerous? What could they do with your personal information?
- 12.) How many people out of ten portray themselves as much younger online?
- 13.) What does Debbie mean when she says that kids are vulnerable online?
- 14.) How would knowing Safety Key #1 have helped Chelsey?
- 15.) What is Safety Key #2 and why is it important?
- 16.) Safety Key #3 asks you to protect personal information online. Name some other places and/or times when you would be better off to NOT share personal information.
- 17.) Where does the fourth Safety Key suggest that you keep your home computer? Why?
- 18.) What does the fire chief’s helmet have to do with Internet safety?
- 19.) Have you ever felt afraid or upset by something you saw or read on-line?
- 20.) How can a parent or trusted adult help if you encounter those feelings?



GOING DEEPER - ENRICHMENT ACTIVITY IDEAS

- 1.) As a whole group, students will brainstorm a list of all of the trusted adults (or role models) in their lives. Once the list is complete, ask them to circle the people that they would feel comfortable going to if they see, read, or hear anything online that makes them feel upset or afraid. To allow for the possibility that not all trusted adults might be “safe,” allow for students to explain their responses.
- 2.) Students can write a 30-second Public Service Announcement warning others about the dangers of the Internet and encouraging one or more of the Safety Keys. Once scripts are completed, students will film the PSA and show it on the school website, as part of the school newscast, or in the classrooms of the younger students on campus.
- 3.) Ask students to share their family’s rules for computer use. Use a Venn Diagram to compare and contrast their rules with the Five Safety Keys. Write the rules that overlap in the middle. What additional keys would your class include?
- 4.) Chelsey says that the Internet can be addicting. Ask students what other things they find addicting. Discuss ways that they can show self-control when something is addicting to them.
- 5.) Use the following as a journal prompt or a discussion question: What does the saying, “To have a friend you have to be a friend” mean? Do you agree or disagree? Why? Is there a difference between how you treat a real-life friend and a virtual friend?
- 6.) Interview a parent, grandparent, guardian or neighbor. How did they make friends when they were growing up? What was important to them in a friendship? How have their friends changed over the years? How do they make friends now? How do they know if someone is a good friend?
- 7.) Alone or in pairs, students can create an Internet safety brochure to share online or put in their school’s Parent Resource Center warning students about the dangers of the Internet and advertising the Five Safety Keys with an option to add the additional ones the class created.
- 8.) Ask students to write a short essay debating the following prompt: Allowing children to surf the Internet unsupervised is the same as dropping them off in Central Park in New York City and telling them to have fun!

5 SAFETY KEYS

- 1.) Only be friends online with people you know in real life.
- 2.) Never meet anyone in person that you only know from the Internet.
- 3.) Protect your personal information, don’t give it out on-line.
- 4.) Whenever possible, have a parent or trusted adult nearby when you’re on-line.
- 5.) If you see or read anything on-line that makes you feel upset or afraid, share that with a parent or trusted adult.

