



# Lesson Eight: Managing Technology

## Background

FaceBook, YouTube, Text Messaging. These and other social networking sites have become the de facto way for many kids to connect with each other. According to research data from the 2010 Pew Internet and American Life Project, 73% of wired American teens now use social networking websites, a significant increase from previous surveys. Just over half of online teens (55%) used social networking sites in November 2006 and 65% did so in February 2008. It is especially to address self-control and sensitivity, as the Internet can foster antisocial behavior, including the viewing of online pornography, at a time when kids are just beginning to learn socially accepted mores.

## Discussion Questions

1. How is the Internet “one of the most powerful tools on the planet?” How do you think online communication has changed education? How has the Internet changed age-old adolescent challenges like making friends and dating?
2. Some people call kids your age “The Internet Generation.” Do you believe that is an accurate phrase? What term might you use to describe your generation?
3. What are some of the kinds of potentially dangerous websites that can be found on the web? Why do kids know about them and not parents?
4. Do you think it is okay for parents to keep track of where their kids go online? Why or why not?
5. What is cyberporn? Why is it unhealthy?
6. Do you agree with Joshua Kloyda’s analogy that finding cyberporn is like having first contact with an addictive drug? Why or why not?



## Vocabulary Builders

<b>Term</b>	<b>Definition</b>
<b>Blog</b>	A word that was created from two words: web log. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. "Blog" can also be used as a verb, meaning <i>to maintain or add content to a blog</i> .
<b>Chat</b>	Any kind of communication over the Internet, but traditionally refers to one-to-one communication through a text-based chat application commonly referred to as instant messaging applications.
<b>Cyberporn</b>	Pornography accessible online.
<b>Hashtag</b>	Used on the social network Twitter as a way to annotate a message. A hashtag is a word or phrase preceded by a "#". Example: #yourhashtag. Hashtags are commonly used to show that a tweet, a Twitter message, is related to an event or conference.
<b>Instant Messaging</b>	A form of real-time direct text-based communication between two or more people. More advanced instant messaging software clients also allow enhanced modes of communication, such as live voice or video calling.
<b>"Like"</b>	An action that can be made by a Facebook user. By clicking the like button, a user shows quick approval and share the message.
<b>Pornography</b>	The depiction of erotic behavior (as in pictures or writing) intended to cause sexual excitement.



## Activity

# Online Safety: You're Never Too Young

1. After viewing this segment, ask the students, what were the most important messages. Why? Do you think kids your age will listen? Why or why not?
2. Tell the class, it is recommended younger children not view this documentary. Why do you think this is so? Do you think the messages are important for them? What would be a different, more age appropriate way to deliver the messages?
3. Divide the class into groups no larger than four. Explain that they are to come up with brief lessons on Internet safety that would be appropriate for kids younger than they are, and then develop a puppet show to deliver the message. They will not only write the script, but they will make the puppets.
4. To create a simple finger puppet, use a coin roll or toilet paper roll as the character's body and glue shapes and objects to represent a head, arms, hair, etc. to the coin roll. Give them time to experiment with making puppets for their show as well as time to create the script and rehearse their program. While groups are at work, be sure to circulate amongst them ensuring that they are on topic and everyone is participating.
5. On the due date, have students present their puppet shows to the class for critique (a critique offers constructive comments, not criticism), and allow them time to rework their shows.
6. Videotape the presentations for a younger group to watch, or arrange to students present their puppet shows to a younger class.



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