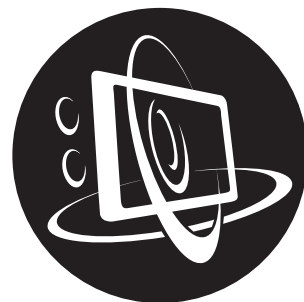


Internet Generation

My Space, FaceBook, YouTube. These and other “social networking” sites have become the de facto way for many kids to connect with each other. But do these Internet sites also foster antisocial behavior at a time when kids are just beginning to learn socially accepted mores? And can we really protect our kids while they are “out there” by themselves?

This resource guide is designed to accompany the video entitled “Internet Generation.” This resource guide includes:

- Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Viewing Guide
- Discussion Questions



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Fact Sheet

THE FACTS

Students have access to the Internet in almost every school in the nation, at public libraries, on cell phones and in their own homes. While it is extremely useful and important to their education and their lives, the Internet poses very real risks. These risks can be broken down into the following categories:

Exposure to inappropriate material:

This includes sexual, offensive, and sometimes even violent photographs and information on sites that may actually encourage dangerous and illegal activities.

Physical molestation:

This serious possibility exists when unsuspecting individuals provide information about their identity and/or whereabouts to predators who may be attempting to arrange a meeting that could prove dangerous to the individual and perhaps even friends and family members.

Harassment and bullying:

“Bullies” often use email, cell phone text messages and websites to demean, harass and bother victims.

Viruses and hackers:

Children often download files that contain viruses or provide the means for a hacker to gain remote access to the computer and information contained therein.

Legal and financial:

Sometimes students inadvertently do things (such as giving credit card numbers on request) that may cause negative legal or financial consequences.

WHAT WE CAN DO

- Schools need to teach and enforce a code of responsible computer use to cover the areas of respect for privacy, property, ownership, others and the law.
- Parents need to teach their children how to use the Internet responsibly as well as enforce strict computer usage rules and responsibilities.
- Students must learn how to protect their own privacy online.
- We all can learn more about the latest information on protecting our loved ones and ourselves when online by using resources such as Wired Safety, I-Safe and GetNetWise.

RESOURCES

Computer Learning,
www.computerlearning.org

Cyber bullying,
www.cyberbullying.us

GetNetWise,
www.getnetwise.org

I-Safe,
www.isafe.org

Internet Super Heroes,
www.internetsuperheroes.org

National Center for Missing and Exploited Children

OnLine Victimization Report, 2000

Wired Safety,
www.wiredsafety.org



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Parent Tip Sheet

Studies conducted in 2005 about cyber bullying show:

- 90% of students have had their feelings hurt on line.
- 65% of students ages 8-14 have been involved directly or indirectly as a cyber bully, a victim or a friend of a victim or bully.
- 50% of students ages 8-14 have seen or heard of a website bashing another student, and 75% of those students actually visited the website.
- Only 15% of parents polled knew what cyber bullying was.

Other risks for children include exposure to inappropriate materials, possible physical molestation, viruses and open doors for hackers, and legal and financial consequences. Parents must be aware of how these risks enter their homes through the Internet as well as how to protect their children from these risks.

WHAT PARENTS CAN DO

Experts suggest making family rules regarding Internet usage.

- Never give out identifying information such as name, address, school name, telephone numbers, etc. in chat or newsgroups or in email. Parents should not post pictures of their children on sites available to the general public.
- Visit the web as a family. Get to know the sites your child visits, and be sure to know if your child has a free web-based email address and learn their user names and passwords.
- Never allow a child to arrange a face-to-face meeting with anyone "met" online. Never.
- Never respond to inappropriate messages or messages that are obscene, threatening, or make you feel

uncomfortable in general. Encourage your children to inform you if these show up in their mailboxes.

- Teach your children to never click on messages or links in an email from people they don't know.
- Remember that people online may not be who they say they are or who they seem. Just because the words on the screen say someone is a 14-year old girl, doesn't mean they actually are.
- Not everything online is true.
- Set reasonable computer use rules and monitor your children's compliance with the rules.
- Keep the computer in a public space.
- Know what hours the computer is in use in your home.
- Get to know and use parental controls available through your Internet Service Provider.
- Disconnect from the Internet when not in use.

RESOURCES

Cyber bullying,
www.cyberbullying.us

GetNetWise,
www.getnetwise.org

I-Safe,
www.isafe.org

Internet Super Heroes,
www.internetsuperheroes.org

National Center for Missing and Exploited Children
OnLine Victimization Report, 2000

Safekids,
www.safekids.com

Wired Safety,
www.wiredsafety.org



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For the
Classroom

Internet Generation Lesson

Title: Let Your Fingers Do the Talking

Grade Level: 3-5

PROJECT AND PURPOSE:

Students will create original puppet shows for younger students about Internet safety.

OBJECTIVES

Students will ...

- List Internet safety practices that children their age and younger should know.
- Create, write, rehearse and present an original puppet show about the above.
- Design and create the finger puppets for their shows.

MATERIALS

- Paper
- Writing Implements
- Coin rolls
- Various art supplies (glue, colored paper, yarn, scissors, etc.)

PROCEDURE:

1. After viewing the documentary, *Internet Generation*, ask the students, *What were the most important messages. Why? Do you think kids your age will listen? Why or why not?*
2. Then state, *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 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. If at all possible, arrange to have them present their puppet shows to a younger class.

Evaluation:

- Could students identify the messages of the documentary?
- Did students understand the concept of age appropriateness?
- Did each student participate in creating, rehearsing and presenting a puppet show with his/her group?



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Internet Generation Lesson

Title: Over Your Shoulder

Grade Level: 6-8

For the
Classroom

PROJECT AND PURPOSE:

Students will discuss and then create skits about parental “spying” on their Internet usage.

OBJECTIVES

Students will ...

- Discuss pros and cons of parental involvement in their Internet behaviors.
- Write, rehearse and present a skit based on at least one of their debate points.

MATERIALS

- Index cards or small pieces of paper, half with orange dots and half with blue dots; shuffled to mix them up
- Paper
- Writing implements
- Board/overhead projector

PROCEDURE:

1. Start a brief discussion by saying, *In the documentary, Detective Carole Doyle says she encourages parents to spy on them to see which websites their kids are visiting. Do you think this is appropriate behavior for your parents? Why? Can we make a list of pros and cons about parental spying?* Collect their ideas on the board or overhead.
2. After a few moments of discussion, tell each student to pick a card from your pile of index cards/pieces of paper. Explain that whoever has a blue dot should stand on one side of the room and the orange dot people should stand on the other side. Once they get to their side of the room, tell them to find a partner of the “opposite color” to work with on a project. If they cannot do this themselves, feel free to make partner assignments.

3. Say, *Blue dot people are going to be the parents, and orange dot people are going to be the kids. You are going to prepare a skit which attempts to show some aspect of what parents should do to help their kids know how to navigate the Internet and stay safe.*
4. Give them time to prepare and rehearse their skits. Ask them to consider swapping roles, at least for one rehearsal, to see what the other person might say as the parent/child. Some students will not be comfortable performing; you might consider giving them the option of writing a skit instead of performing one. Be sure to mingle amongst the groups ensuring that everyone is on task and participating.
5. On the day of presentations, remind students about how to watch and critique performances using positive, constructive comments, not criticism.
6. After their performances, have them write a letter to their parents about how they want them to be involved in their Internet experiences. Students may or may not want to show these letters to their parents; the class may want to discuss how to best handle these letters.

EVALUATION:

- Could students identify the messages about parental spying in the documentary?
- Did students participate in the discussion?
- Did each student participate in creating, rehearsing and presenting a skit with his/her partner?



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Internet Generation Lesson

Title: Courtside Internet

Grade Level: 9-12

For the
Classroom

PROJECT AND PURPOSE:

Students will role play a courtroom situation and hold a mock trial of a case of unethical use of the Internet.

OBJECTIVES

Students will ...

- Create original scenarios of inappropriate Internet behaviors.
- Write, rehearse and present a courtroom skit based on one of their scenarios.

MATERIALS

- Index cards or small pieces of paper, each with one of the following roles written on it:
 - Prosecuting lawyer/assistant
 - Defense lawyer/assistant
 - Judge
 - Jury (12)
 - Witness (at least 2)
 - Plaintiff
 - Defendant
 - Court Reporter
 - Clerk of Court
- Paper
- Writing implements
- Board/overhead projector

PROCEDURE:

1. Start a brief discussion by saying, *The documentary you just saw presented several stories of people who had been hurt and even destroyed by the inappropriate use of the Internet. Can you think of other ways a person might be bullied or violated by an inappropriate Internet action or website?* Collect their ideas on the board.

2. Ask, *What if the victim in one of your scenarios was to bring the person to court? What do you think would happen?*
3. As a group, select one of the scenarios and set up a mock trial. Review with the class the U.S. system of trial by jury and review the jobs of each person in a courtroom (see above list in materials). Tell the students they are going to hold a trial based on their scenario. Have them draw cards to select their role in the mock trial; give them the opportunity to swap their cards one time.
4. Allow the groups to prepare their cases. Lawyers will prepare and present opening and closing statements and question the witnesses. Jury members should research what their duties will be, and during the 'trial,' all students will be responsible for taking notes (you may want to collect these after the trial).
5. Hold the trial in class, and if possible, have someone record the event for class review.
6. Afterwards, discuss the case and the issues presented. *Was it realistic? Why or why not? Would this really happen? Why or why not? What would it take to actually bring a case like this to court? Why?*
7. Have the students write a personal response to the activity.

EVALUATION

- Could students identify other inappropriate uses of the Internet other than those presented in the documentary?
- Did students participate in the discussion?
- Did each student participate in the mock trial?
- Could/did students write a personal response to the activity?



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Internet Generation

Discussion Questions

Open

1. How is the Internet “one of the most powerful tools on the planet?”
2. Explain Dr. Ken Haller’s statement: “The Internet should be a way of helping kids decide what they’re going to do when they shut off the computer and go out in the world; it should not become the world.”

Part I

1. Describe Erica Bryant’s ordeal with cyber-bullying.
2. Why is cyber-bullying often more hurtful than face-to-face or physical bullying?
3. How does a child make him or herself a victim of bullying?
4. What are some ways adults can help young people avoid cyber-bullying?

Part II

1. 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?
2. Describe Hillary Griffith’s story. Do you think the Internet was to blame? Explain your answer.
3. Do you think it is okay for parents to keep track of where their kids go online? Why or why not?
4. How can parents and adults help keep their children safe from harmful websites?

Part III

1. Why is it so easy for predators to find kids online?
2. Describe what happened to Chelsea Abram when she met Sam Levitan on line.
3. How did authorities use Sam Levitan’s own computer as evidence against him? Do you think this was the right thing to do? How is the police tracking where Sam Levitan had been online different or the same as a parent tracking where his/her child has been online?
4. What was 16-year old Kelsey’s story?
5. Do you think it is “easy to manipulate the mind of a teenager,” as Det. Carole Doyle says? Explain your answer.
6. How can parents and other adults keep their kids safe online from predators?

Close

1. What are some of the things you should never post on a website?
2. What would be a good way for parents to monitor their children’s Internet activity?
3. What are some of the other rules the documentary suggests? Do they seem fair to you? Why or why not?
4. Do these stories make you think twice about your Internet behavior? If so, why? If not, what would?