



Essential Question: How should you handle inappropriate online talk?

Learning Overview and Objectives

Overview: While acknowledging the benefits of online talk and messaging, students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios using the **Internet Traffic Light Student Handout**.

objectives

Students will:

- Describe positive aspects of online talking and messaging
- Identify situations in which flirting and chatting become inappropriate and risky
- Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online

Materials and Preparation

Estimated time: 45 minutes

Materials

- **Video — Safe Online Talk**
- **Take Three Student Handout**
- **Take Three Student Handout — Teacher Version**
- **Internet Traffic Light Student Handout**
- **Internet Traffic Light Student Handout — Teacher Version**
- **Safe Online Talk Teacher Backgrounder**
- Half-size sheets of paper, three for every student
- Green, yellow, and red markers or colored pencils, one set for each group of four to five students

Preparation

- Download the video, **Safe Online Talk**, preview the video, and be prepared to play it for the class
- Copy the **Take Three Student Handout**, one for every student
- Copy the **Internet Traffic Light Student Handout**, one for every student
- Review the **Take Three Student Handout — Teacher Version**
- Review the **Internet Traffic Light Student Handout — Teacher Version**
- Read the **Safe Online Talk Teacher Backgrounder**

Parent Resources

- Send home the **Safe Online Talk Parent Tip Sheet**



Key Vocabulary

- **Opportunity:** A chance for something to happen
- **Pitfall:** A hidden or unsuspected problem or danger
- **Inappropriate:** Not proper; not okay
- **Risky:** Potentially harmful to one's emotional or physical well-being
- **Harass:** To bother or pressure aggressively

teaching plans

Introduce (5 minutes)

INVITE students to raise their hand if they have ever heard the saying, “Don’t talk to strangers.”

ASK *How might this “rule” change when we communicate online?* (Students’ answers will vary. Guide students to recognize that while the Internet allows people to keep in touch or hang out with friends they already know offline, it also allows people who don’t know each other to interact, debate, share, and collaborate.)

DEFINE the Key Vocabulary term **opportunity**.

POINT OUT that the Internet gives students a wide range of opportunities to connect with or learn from people who may not be in their circle of close friends — whether through games, social network sites, blogs, instant messaging, forums, and so on.

DEFINE the Key Vocabulary terms **pitfall** and **inappropriate**.

EXPLAIN to students that connecting with people online occasionally can have its pitfalls. Therefore, it is important to know how to deal with inappropriate situations if they arise.

Teach 1: Safety Video Vignettes (10 minutes)

DISTRIBUTE the **Take Three Student Handout**, one for each student.

EXPLAIN to students that they are going to watch a video of three teens sharing their experiences about connecting with people online. Students should pay attention to the opportunities and the pitfalls that each of the three teens mentions in the film.

WATCH the video, *Safe Online Talk* as a class.

TELL students to complete the **Take Three Student Handout** with a partner. Meanwhile, project or draw the Take Three graphic organizer on the board for the class to view.

INVITE students to share the opportunities and the pitfalls that Randy, Aseal, and Renee talk about in the video. Fill in the graphic organizer on the board as students discuss their answers.

ASK *Which story do you feel most connected to? Why?* (Students’ answers will vary.)



ASK *What advice did the teens share in the video? Would you add any advice of your own?* (Students may recall the following pieces of advice: end any conversation that starts to make you uncomfortable; remember that you can shut off a device at any time; remember that people are “far away” online, in a sense, so it’s easier to take awkward or annoying moments less personally. Guide students to also consider the supportive roles that friends, parents, and mentors can play in uncomfortable situations.)

ASK *Renee talks about getting a “gut feeling” when she felt something was “off” online. What does that feel like? In which situations have you had that kind of gut feeling?* (Students may share stories about being uncomfortable while chatting online, whether with strangers or with people they know. Others may share stories about detecting online scams or spam.)

Teach 2: What’s Risky? (10 minutes)

DEFINE the Key Vocabulary term **harass**.

POINT OUT that Randy and Aseal use this word in the video to describe awkward or annoying interactions with strangers online. For example, Aseal says he was harassed when during a game someone he didn’t know said some mean things about him.

EXPLAIN that online flirting can sometimes be a less obvious form of harassment.

ASK *How would you handle someone walking up to you on the street and making crude or sexual comments?* (Students should respond that they would walk away, and call for help if they felt threatened.)

ASK *How would you handle someone trying to flirt with you on the street?* (Students may respond that it depends on whether they know the person or not. They may also say it depends on whether the person is someone their own age or much older.)

EXPLAIN to students that the same kinds of situations can happen when they are online. Sometimes it’s obvious that what a person is saying online is wrong and even harmful. Other times people may flirt online, and such warning signs are not always so obvious.

DISCUSS with students how flirting is normal among middle school kids. When flirting is done face to face, it might feel comfortable. However, it quickly can become uncomfortable online, even when it’s with other people that they may know. This is because people sometimes say things online to one another that they might not say if they were face to face.

DEFINE the Key Vocabulary term **risky**.

EXPLAIN to students that when they are talking online with people they don’t know in person, flirting and other sexual talk is risky behavior. There are times when flirting can lead to an ongoing relationship with a stranger that seems deep and personal. But this is tricky, because some people online don’t actually have teens’ best interests in mind. If the person they’re communicating with online says anything inappropriate or sexual, and especially if that person is older than they are, students should stop talking right away and then tell a friend or trusted adult about it.



Note: Some young teens may feel excited about the idea of developing romantic relationships with older teens or young adults online. Consider discussing why this can be emotionally and developmentally harmful. Keep in mind, though, that the latest research does not support the “online predator” myth. Please refer to the **Risky Online Relationships Teacher Backgrounder** for more information.

Teach 3: Internet Traffic Light (15 minutes)

DISTRIBUTE the **Internet Traffic Light Student Handout**, one for each student.

REVIEW the Internet Safety Tips on the handout aloud. Tell students to keep these rules in mind during the following activity.

ARRANGE students in groups of four or five. Distribute three sheets of paper for each student and one set of green, yellow, and red markers or pencils for each group.

FOLLOW the instructions on the **Internet Traffic Light Student Handout – Teacher Version** to guide students through the group activity and class discussion.

Wrap Up and Assess (5 minutes)

You can use these questions to assess your students’ understanding of the lesson objectives.

ASK *What are some of the opportunities and some of the pitfalls of connecting with people online? (The Internet gives you the opportunity to connect with people your age that aren’t in your close friend group; with the Internet, you can work together with people in an online game or virtual world; dealing with online harassment can be a pitfall when connecting with strangers online.)*

ASK *In what online situations should you get a “gut feeling” that tells you that you may be at risk? (When people you know only online flirt with you or talk about sex; when someone you don’t know wants you to send them a picture, to meet you alone, or asks you to keep your conversation a secret.)*

ASK *What are some rules for staying safe when talking and messaging online? (Don’t reply to any questions that make you uncomfortable; tell a friend or trusted adult when someone bothers you online; avoid flirting or using sexual language online, especially with people you and your friends do not know in person; never plan a face-to-face meeting with someone you met online without taking along a parent or guardian.)*



Extension Activity

Focus the discussion on the social networking profiles and on the blogs that students may create for themselves. Point out that social networking profiles and blogs are not in and of themselves dangerous, but that teens need to be careful with how they use them. Challenge students to come up with a “DOs” list of how to safely enjoy social networking and blogging and a “DON’Ts” list of risky behaviors to avoid. These lists should be created to avoid unwanted contact with strangers or people they might already know online. They may wish to use the Internet Safety Tips on their **Internet Traffic Light Student Handout** for guidance.

**Homework**

Invite students to create “Stay Safe Online!” posters to alert other students who go online to the opportunities and the pitfalls of online communication. Suggest that they refer to their **Internet Traffic Light Student Handout**, and include one or more of the tips in their posters. Display the posters in the classroom or school hallways.

Alignment with Standards – National Educational Technology Standards for Students® 2007

(Source: International Society for Technology in Education, 2007)

2. Communication and Collaboration

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity



Safe Online Talk

The term “online predator” often conjures up the image of a creepy older man at a computer screen waiting to lure an unsuspecting child. The media reinforces this depiction, which is problematic because it does not fit with the kinds of risky relationships that are more common for teens. In reality, when online sexual solicitation does occur, it’s more likely to be between two teens, or between a teen and a young adult.

The following background information serves to clear up these misconceptions, providing information for teachers about the myths and realities of online sexual solicitation, as well as guidance on how to approach this sensitive topic.

Thinking Beyond “Online Predators”

Many adults fear that teens use the Internet to connect with strangers. In reality, most teens use the Internet to keep in touch with people they already know offline, or to explore topics that interest them. Studies show that it is most often teens who are psychologically or socially vulnerable that tend to take more risks online (Subrahmanyam and Šmahel, 2011; Ybarra et al., 2007). These at-risk teens might seek reassurance, friendship, or acceptance through relationships that they develop online. Given the disconnect between the “online predator” myth and the more realistic types of solicitation outlined above, it is important to strike the right tone when discussing the issue with teens.

We recommend that adults avoid fear-based messages with teens, as research indicates that teens are less responsive to this approach (Lanning, 2010). Teens are not likely to buy into the idea that they should avoid all contact with anyone they do not know online. After all, it is nearly impossible to connect with others online without talking to some people who are strangers. Rather than telling teens to never talk with strangers, it is more effective to have conversations about why certain online relationships are risky, and about how to avoid them.

The Truth About Risky Online Relationships

The information below is meant to clear up misconceptions about the common risks that kids face when they meet people online. It is based on research from the Crimes Against Children Research Center, the Internet Safety Technical Task Force, and Internet Solutions for Kids, Inc.

1. Teens, not children, are most likely to receive online sexual solicitations.

Online solicitors rarely target younger kids. This happens more frequently to younger teens (ages 14 to 17). People who solicit online are often upfront about their intentions. They may ask teens to talk about sex, to give out personal sexual information, to send sexy photos online, or to meet offline for a possible sexual encounter.

2. A teen is more likely to be solicited online by another teen or a young adult.


Contrary to popular belief, teens are more likely to be solicited online by similarly aged peers. It is true, however, that a very high majority of sexual solicitations online come from boys or men. Guiding teens to think more generally about avoiding risky online relationships, rather than telling them to fear predators, prepares them for the wider breadth of situations they may have to deal with online – not only the extreme cases.



Safe Online Talk

3. The “predator-prey” label gives the wrong impression.

There is a range of behaviors that are not made clear by the predator-prey label. The behaviors can range from “not as risky” to “very risky,” as reflected in the chart below:

<p>Not As Risky</p>  <p>Very Risky</p>	<ul style="list-style-type: none"> • Receive inappropriate spam through email and immediately send it to their junk mail • Accept a friend request online from a stranger and receive a sexually explicit online message thereafter, or joke around on a virtual world site and flirt with other avatars • Seek companionship or friendship on an online chat room, and develop an ongoing, risky relationship with a stranger
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In the most extreme cases of online solicitation – those involving older adults and teens – targets are usually aware of their solicitor’s true age and intentions. For the small percentage of teens who find themselves in this kind of situation, simply warning them against “unwanted contact” is not an effective strategy because they have likely grown to be comfortable with, and perhaps even dependent upon, their solicitor. Instead, we need to help teens understand why it is risky to flirt with people they meet online, how to recognize warning signs, and more broadly, why romantic relationships between teens and adults are unhealthy.

What Should Teens Know if Online Strangers Contact Them?

The term “grooming” is sometimes used to describe the process of an older adult coaxing a young person into sexual situations. For cases involving children, grooming may involve befriending the child, showing interest in his or her hobbies, exposing the child to sexually explicit material, and manipulating a child into a sexual encounter (Lanning, 2010).

The term is less commonly used for cases between teens, or between a teen and a young adult. Research also shows that teens who flirt and engage in online sexual talk with strangers – especially in chat rooms – are more likely to be solicited for sex (Ybarra et al., 2007).

The number one thing for teens to remember is that they should avoid flirting with or regularly talking to online strangers or online acquaintances, especially – but not only – if the person they are chatting with is older than they are.

Teens should also reflect on these questions if they communicate with someone they meet online:

- **Has this person asked to keep anything about our relationship a secret?**
- **Has this person hinted at or asked about anything sexual?**
- **Have I felt pressured or manipulated by this person?**
- **Do I feel true to myself – sticking to my values – when I communicate with this person?**

If teens feel uncomfortable during a conversation with an online stranger, they should:

- **Change it up.** If something feels like it might be getting risky, it probably is. But if teens are not sure, they should try changing the subject, making a joke, or saying they want to talk about something else. If they still feel pressured or uncomfortable, they need to take further action.



Safe Online Talk

- **Log off or quit.** Teens need to remember that at any time they can just stop typing and log off if a conversation gets uncomfortable online. They can also take action to block or report another user, or create a new account – whether for email, IM, or virtual world – to avoid contact with that person again.
- **Know that it's okay to feel embarrassed or confused.** It's not always easy to make sense of situations that make teens uncomfortable online. Nor is it easy for them to ask for help if they feel embarrassed about what they've experienced. They should know these feelings are normal.
- **Talk to a friend or trusted adult.** Teens should know that it's okay to reach out. Even if they feel they can handle a tricky situation alone, it's always a good idea for teens to turn to friends, parents, teachers, coaches, and counselors for support.

Teaching Strategies for Sensitive Topics

Provide Supportive Resources

Young teens may react to conversations about risky relationships in different ways. Consider concluding the lesson by mentioning a few resources available to students at your school, such as guidance counseling, health services, and talking to other teachers. These resources may help kids practice safe behavior online long after your lesson on **Safe Online Talk** is over.

You may wish to share the following Web resource with teens:

- That's Not Cool (www.thatsnotcool.com)

Talking to Parents

Send parents the **Safe Online Talk Parent Tip Sheet**

Research

- The Berkman Center for Internet & Society at Harvard University. *Enhancing Child Safety & Online Technologies: Final Report of the Internet Safety Technical Task Force*. 2008.
- Lanning, K. "Child Molesters: A Behavioral Analysis." 2010. National Center for Missing & Exploited Children; Office of Juvenile Justice and Delinquency Prevention.
- McBride, N. " 'Stranger-Danger' Warnings Not Effective at Keeping Kids Safer." 2011. National Center for Missing & Exploited Children. www.missingkids.com.
- Subrahmanyam, K. and Šmahel, D. *Digital Youth: The Role of Media in Development*. 2011. Springer, New York.
- Ybarra, M. L., Espelage, D. L., and Mitchell, K. J. "The Co-occurrence of Internet Harassment and Unwanted Sexual Solicitation Victimization and Perpetration: Associations with Psychosocial Indicators." *Journal of Adolescent Health*, Health (2007). 41, pp. S31-S41.



Internet Traffic Light

Name(s)

Class

Date

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself— sticking to my values — when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle “lights” green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Internet Traffic Light



Stop! Too dangerous to proceed.	The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Slow down, be cautious – and be prepared to stop.	Something about this conversation makes you feel uncomfortable. You’re alert for any signs of inappropriate or suspicious behavior.
Coast is clear (but look both ways!)	You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you’re prepared to put the brakes on if you need to. You have not provided any private information.

Abby’s Story

Abby is 14. Yesterday was her friend Ivan’s bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan’s uncle. She doesn’t know him very well, but they did chat a little bit about school at the dessert buffet.

What light do you think Abby should choose in this situation? Explain your choice.

Vince’s Story

Vince is 12 and loves playing EscapeGo – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they’ve been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. “Enough small talk, dude. Nobody cares, just play the game,” Vince’s friend said in response.

What light do you think Vince should choose in this situation? Explain your choice.



Internet Traffic Light

Keyanna’s Story

Keyanna is 13 and she often plays Whatville, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on Whatville. She also knows he’s not a newbie, because it takes someone with a lot experience to design the kind of appearance that his avatar has.

What light do you think Keyanna should choose in this situation? Explain your choice.

Catherine’s Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is CathyKisses15. A guy called MikeyMike99 said hi to her a few days ago, and they’ve talked every day since. He’s really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn’t told him anything too personal yet. “U seem so mature. Ur 15 right? I’m 20,” MikeyMike99 says.

What light do you think Catherine should choose in this situation? Explain your choice.

Catherine’s Story, Part 2

Catherine is back online with MikeyMike99, and they’ve been talking for about a week now. He’s starting to flirt with her, and she’s flattered because he seems pretty mature. After all, Catherine’s not really into any of the guys at her school, so she likes flirting with Mike online. She’s pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, “Can I show u a pic?” Before she types a response, he says again: “Keep this private ok? I like u, Cat. I hope u like me 2.”

Now what light do you think Catherine should choose? Explain your choice.



Internet Traffic Light

Teacher Instructions

After arranging the class into groups of four or five and distributing the **Internet Traffic Light Student Handout**, guide students through the Internet Safety Tips below. These tips also appear on their handouts.

Internet Safety Tips

If you develop a friendship with someone online, be sure to ask yourself the following questions:

- *Has this person asked me to keep any information secret?*
- *Has this person flirted with me, or asked me about anything sexual?*
- *Has this person asked me about anything private?*
- *Have I felt pressured by this person to do anything?*
- *Do I feel true to myself – sticking to my values – when I talk to this person?*

If someone starts chatting with you about inappropriate topics or asks you to send a picture of yourself, end the conversation immediately. And never plan a face-to-face meeting with someone you met online without taking a parent or guardian along.

DISCUSS the idea that just as drivers need rules when they're on the road, students need rules when they're online. Drivers also need traffic lights to tell them when they need to stop, and when it's safe to proceed. Because the Internet has no traffic lights, students need to develop their own internal traffic lights. These will tell them when it's safe to proceed, and when they should come to a stop.

TELL students to begin the activity by reading the directions on their handouts (see below).

Directions

When people drive, they should know the rules of the road. Traffic lights tell them when it's safe to move forward, and when they need to stop.

1. Take three sheets of paper and draw a circle on each one. Color your circle "lights" green, yellow, and red.
2. With your group, read through each of the following stories. Use the Internet Traffic Light descriptions on the next page to help you decide whether it is a green, yellow, or red light situation. When you have made your choice, take one of your lights and place it face down in front of you.
3. Wait until all group members have made their choices, and then flip your papers over. Discuss the choices you made, and decide as a group which one is best.
4. After each story, write down the choice your group made and why.



Internet Traffic Light



**Stop!
Too dangerous
to proceed.**

The person you are talking to is clearly acting inappropriately, and the conversation needs to end.

**Slow down, be
cautious – and be
prepared to stop.**

Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.

**Coast is clear
(but look
both ways!)**

You feel safe and enjoy interacting with this person online. But you also remember that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to. You have not provided any private information.

ALLOW students 10 to 15 minutes to complete the activity. Then reassemble the class.

DISCUSS each story, inviting students to explain the choices their groups made. Although the students should think critically about their choices, it is important for them to understand that there sometimes are truly correct answers, especially when it comes to “red light” and “yellow light” situations. You may also use the following material to guide class discussion:

Abby's Story

Abby is 14. Yesterday was her friend Ivan's bar mitzvah, and Abby chatted with some of his relatives at the party. Today, Abby logs on to the social networking site MyFace and sees a friend request from Ivan's uncle. She doesn't know him very well, but they did chat a little bit about school at the dessert buffet.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. Abby should think twice about this one. The best thing she can do is ask her parents what they think about the situation. If they think it's fine, Abby should also let Ivan know and ask for his permission. If everyone gives her the thumbs up – and she feels comfortable being the uncle's friend on MyFace – then it's probably all right to accept his request. Abby should consider putting him on a limited profile setting so that he can't see her personal information or tagged photos. She should also check out their mutual friends.

Additional Questions: *What if Ivan's aunt asked to be Abby's friend on MyFace instead? Would the situation feel different? Why or why not? Do you have adult friends on Facebook or MySpace? If so, what made you decide to let them be your online friend?*



Internet Traffic Light

Vince's Story

Vince is 12 and loves playing *EscapeGo* – a fantasy combat MMORPG (massive multiplayer online role-playing game). When he first started playing, another avatar was nice to him and helped him learn the ways of the game. Since then they've been good friends online, completing quests together and protecting each other during combat. Once, one of their teammates asked them how old they were during a quest. "Enough small talk, dude. Nobody cares, just play the game," Vince's friend said in response.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) It sounds like Vince's friend has his mind set on *EscapeGo* and not much else. This is a good sign. It's exciting to be able to collaborate and strategize with other players in real time, too – that's the beauty of MMORPGs. Vince should still be aware that he's interacting with strangers online, and that it's never a good idea to reveal private information in these kinds of settings.

Additional Questions: *What if Vince's friend asked him how old he was later on? What if he wanted to meet Vince in person to talk about gaming?*

Keyanna's Story

Keyanna is 13 and she often plays *Whatville*, a virtual world for middle school kids like herself. One day, another avatar throws a heart her way. Keyanna knows that throwing hearts is a common way to flirt on *Whatville*. She also knows he's not a newbie, because it takes someone with a lot of experience to design the kind of appearance that his avatar has.

Discussion: GREEN – COAST IS CLEAR (BUT LOOK BOTH WAYS!) Flirting online can be fun, as long as it's in a safe setting. And it's a popular thing to do in tween/teen virtual worlds like *Whyville* and *Habbo Hotel*. Keyanna can choose to throw a heart back or not – it's her decision. It's also a good sign that the other avatar doesn't look like a newbie. It takes a lot of time, energy, and youth-to-youth knowledge to make a trendy-looking avatar on *Whatville*. However, you can't always judge a book by its cover. If Keyanna starts feeling uncomfortable in any way, she should stop contact with this avatar immediately.

Additional Questions: *What if the male avatar started interacting with Keyanna in *Whatville* and no one else? Do you think that's a warning sign?*

Catherine's Story, Part 1

Catherine, who is 15, logs on to a chat room for teenagers. Her screen name is *CathyKisses15*. A guy called *MikeyMike99* said hi to her a few days ago, and they've talked every day since. He's really easy to chat with, and she likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet. "U seem so mature. Ur 15 right? I'm 20," *MikeyMike99* says.

Discussion: YELLOW – SLOW DOWN, BE CAUTIOUS. And definitely consider coming to a complete



Internet Traffic Light

stop. Catherine should be aware that her screen name makes her a potential target for inappropriate contact in the chat room: it's flirty, indicates her age, and even says her name. It's good that Catherine hasn't divulged too much personal information to MikeyMike99. That said, she should be cautious about treating him as her confidant. Some people (older teens or young adults, more commonly) develop inappropriate relationships with younger teens online over time, establishing feelings of trust and affection at first in order to make their advances seem more normal.

Additional Questions: *Catherine insists she hasn't told MikeyMike99 anything too personal. From your perspective, what does that mean?*

Catherine's Story, Part 2

Catherine is back online with MikeyMike99, and they've been talking for about a week now. He's starting to flirt with her, and she's flattered because he seems pretty mature. After all, Catherine's not really into any of the guys at her school, so she likes flirting with Mike online. She's pretty good at it too. And yeah, he said something that might have been kind of sexual once or twice. Today he writes, "Can I show u a pic?" Before she types a response, he says again: "Keep this private ok? I like u, Cat. I hope u like me 2."

Discussion: RED – STOP! TOO DANGEROUS TO PROCEED. Catherine has found herself in a sticky situation, whether she knows it or not. Talking sexually with people online is risky, especially if you know that person is older. There's a good chance that MikeyMike99's picture is inappropriate, and Catherine should feel uncomfortable that he is asking her to keep something private. Even though she's gone too far already, the power is still in her hands. Catherine should stop talking with Mike entirely. Even if it's a little embarrassing, she should talk to friend or parent about what happened, too.

Additional Questions: *What are some ways in which MikeyMike99 tries to make Catherine feel comfortable? (He uses a nickname (Cat) affectionately; he also appears to make himself vulnerable by telling her that he likes her, hopes she likes him too.)*



Take Three

Name(s)

Class

Date

Directions

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>		
<p>Aseal <i>Gaming</i></p>		
<p>Renee <i>Texting and video chatting (Skype)</i></p>		



Take Three

Directions

When connecting with people online, the Internet opens up many opportunities. However, online communication also has its pitfalls. Fill out the chart below to show the positive and negative online experiences that Randy, Aseal, and Renee describe in the video.

Name	Opportunities (potential positives)	Pitfalls (potential negatives)
<p>Randy <i>Social network sites (Facebook)</i></p>	<ul style="list-style-type: none"> • Developing closer connections with classmates • Establishing connections to people you wouldn't have connected to otherwise 	<ul style="list-style-type: none"> • Dealing with random or suspicious friend requests • Dealing with obnoxious and persistent contact (for example, handling repeated friend requests from strangers) • Not knowing who people online really are, or how they might react during communication
<p>Aseal <i>Gaming</i></p>	<ul style="list-style-type: none"> • Hanging out with people you already know in an online setting • Interacting with new people from around the world • Developing a better understanding of other cultures from afar (Aseal says gaming helps him get "out of [his] social box" and "see" other places around the world. He talks to people from Qatar, England, and elsewhere) 	<ul style="list-style-type: none"> • Dealing with vulgar language and "trash talking" • Feeling harassed by people you don't really know
<p>Renee <i>Texting and video chatting (Skype)</i></p>	<ul style="list-style-type: none"> • Communicating more easily with friends when you aren't with them • Getting to know people better • Seeing what people's interests are 	<ul style="list-style-type: none"> • Receiving random friend requests • Connecting too easily with new people, without thinking twice • Engaging in conversations that may seem okay at first, but then become uncomfortable or awkward • Dealing with requests for private or personal information from people you don't know



Lesson Assessment

Name

Class

Date

1. Marcus, a seventh grader, is chatting with Joel, a friend he knows only through an online virtual world. Joel asks Marcus if he wants to meet in person sometime. Is it okay for Marcus to agree to meet Joel in person by himself?

- a) Yes
- b) No

2. Alice is friends with someone who she only knows through an online chat room. Alice knows that when she makes an online-only friend, she needs to be careful. Alice's online friend asks the following three questions. Which question should Alice not answer?

- a) What bands do you like most?
- b) Will you promise to keep our friendship secret?
- c) Isn't it cool that we like the same TV shows?

3. True or false: Flirting with somebody you meet online is safe, as long as you are in control of the situation.

- a) True
- b) False



Lesson Assessment

1. Marcus, a seventh grader, is chatting with Joel, a friend he knows only through an online virtual world. Joel asks Marcus if he wants to meet in person sometime. Is it okay for Marcus to agree to meet Joel in person by himself?

a) Yes

b) No

Answer feedback

The correct answer is **b**, No. It is never okay to meet someone you only know online by yourself. If Marcus wants to meet Joel, he should talk to a parent or guardian about it.

2. Alice is friends with someone who she only knows through an online chat room. Alice knows that when she makes an online-only friend, she needs to be careful. Alice's online friend asks the following three questions. Which question should Alice not answer?

a) What bands do you like the most?

b) Will you promise to keep our friendship secret?

c) Isn't it cool that we like the same TV shows?

Answer feedback

The correct answer is **b**. When you are speaking to an online-only friend, you should always be careful about sharing too much information. However, sharing private information or being asked to keep a friendship a secret are definite warning signs.

3. True or false: Flirting with somebody you meet online is safe, as long as you are in control of the situation.

a) True

b) False

Answer feedback

The correct answer is **b**, False. Flirting with someone that you met online can be risky, no matter what. If an online stranger starts flirting with you, it's a warning sign that you should stop the conversation.



Common Sense on Safe Online Talk

Some Facts

- Of the 13 percent of kids ages 10 to 17 who receive unwanted solicitations online, most ignore the messages or leave the site (Crimes Against Children Research Center, 2006).
- Teens are more likely to be solicited in a chat room or through instant messaging than on a social network site (Ybarra and Mitchell, 2008).
- Most online sexual solicitors of teens are other teens, not adults (Internet Safety Technical Task Force, 2008).
- Ten percent of teens have admitted to feeling uncomfortable or scared because of an interaction with a stranger online (Pew Internet & American Life Project, 2007).

What's the Issue?

Kids love connecting with others online. Most young people talk online with their friends and family rather than strangers. But as a parent, you might be concerned that a stranger with bad intent could contact your child.

“Online predatory behavior,” as it is commonly known, is when adults contact kids or teens over the Internet in an attempt to “groom” them for inappropriate sexual relationships. Many experts, however, have found that the more realistic threat for teens online is actually “online sexual solicitation.” This means encouraging someone to talk about sex, give personal sexual information, or send sexual photos or video. (It does not always mean asking for sex.) For instance, teens might receive inappropriate requests or messages from strangers or acquaintances. However, contrary to popular belief:

- Teens (ages 13 to 17) are more at risk for online solicitations than “tweens” or children
- The majority of online solicitations come from teens themselves, or from young adults (ages 18 to 25)
- Adults that solicit teens are usually up-front about their true age and intentions (Subrahmanyam and Smahel, 2011).

Why It Matters

When teens are led astray about what to look out for online, they can find themselves in unhealthy situations without realizing it. The allure of these kinds of relationships is not surprising, particularly for teens who are already vulnerable. Solicitors can provide teens with a boost of self-esteem with compliments and attention. And once teens engage in these relationships, they might agree to do things they would not normally do because of the imbalance in power between them and the solicitor. It is often not until much later that they realize that they were being manipulated.



Common Sense on Safe Online Talk

common sense says

Discuss responsible online behavior. Talk about who it's okay to chat with and what is okay to talk about. Remember that many young teens are beginning to experiment with flirting and relationships. This is normal. But online flirting with strangers or acquaintances is always risky. Flirting can quickly lead to inappropriate conversations or requests. It may also lead young teens to believe they are in a serious, romantic relationship with someone they don't really know. Both situations can make teens feel uncomfortable or manipulated.

- **Block, ignore, or leave.** Most young teens know how to brush off unwanted contact. Encourage this behavior.
- **Make sure your child feels safe telling a trusted adult.** If something creepy or inappropriate happens, young teens need to know they will not get in trouble if they tell you or another trusted adult about it.
- **Talk to your child about healthy relationships.** It can be difficult for some young teens to recognize when others are manipulating them, especially those young teens that want to experiment or prove that they are mature. Discuss which factors make relationships healthy, and why young teens should not compromise on these values.
- **Look for warning signs.** Does your child seem withdrawn, spend endless hours online, or appear to be hiding something? Young teens who wind up in inappropriate online relationships often show these warning signs. If you think this might be happening, ask your child about it.

Sources

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