

**Workshop 2:**  
**Playing and Staying Safe Online**  
Instructor Handbook







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## Workshop 2: Playing and Staying Safe Online

### Overview:

Students will establish safe and appropriate behavior online by learning the guidelines of online citizenship, how to manage their reputation online and being cautious when exploring the Internet and other digital communication.

This workshop is divided into three parts:

1. Personal is Personal.
2. Be respectful to yourself and others.
3. “Street Smart” – be cautious when exploring and meeting new people.

In each part a condensed version of a lesson plan will be delivered. Each of those lesson plans can be easily adapted and developed into a more comprehensive lesson or unit. Additional resources are provided.

The workshop is accompanied by Instructor’s Toolkit and a Handout Booklet for each student.

**Lesson plan 1 (approx. 10 min.):** Personal is Personal

**Lesson plan 2 (approx. 25 min.):** Be respectful to yourself and others.

**Lesson plan 3 (approx. 10 min.):** “Street Smart”

### Teaching Tips:

Take time to introduce yourself and share a little about background and your interest in the topic. Next, poll the students to find out more about what they already know about online behavior. Finally, share a little about what you will be covering—just enough to peak their interest. After the introduction and warm up keep the momentum going.

1. Make sure your presentation is dynamic and engages the students. “Talking heads” are boring. Make the audience work, calling on different people—male & female.
2. Keep moving so students have something to watch. Try not to get stuck in a corner. Make eye contact with as many students as possible.
3. Research shows that youth respond better to positive rather than negative sets of directions. Use positive rather than negative language. “Craft positive messages and post positive images,” is much better received than “Don’t post bad things.”
4. Limit the amount you read from the board, screen or script. The script is an outline only. Add your own words and character!



## Workshop 2: Playing and Staying Safe Online

### Lesson 1: Personal is Personal

#### Lesson Plan Title: Personal is Personal

**Concept:** Just as in real life, you should keep in mind a few guidelines to keep yourself safe.

**From video:** Guidelines to keep yourself safe online:

Part 1: Private is Private. Don't share private information.

1. Personal is personal. Keep your private stuff private.
  - a. Don't post personal information (name, age, school, address, phone number).
  - b. Mark privacy settings.
  - c. Keep passwords private.
2. Pick a password no one else is likely to guess.
3. Think before you post or share information.

#### Standards Addressed:

- a. ALA Standard 8:3: Student Uses information technology responsibly.
- b. C3: II:A: Students will recognizes online risks, to make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.
- c. C3: II:B: Students will makes informed decisions about appropriate protection methods and safe practices within a variety of situations.
- d. C3: II:C: Students will demonstrate and advocate for safe behaviors among peers, family and community.
- e. C3:III:A: Students recognize online risks, make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.
- f. C3:III:B: Students make informed decisions about appropriate protection methods and secure practices within a variety of situations.
- g. NETS: 5:a: Students advocate and practice safe, legal and responsible use of information and technology.

**Description:**

In this lesson, students will get cards of different scenarios (profiles of people online, passwords that people chose, etc.) and will have to choose which ones comply with the Privacy guidelines.

**General Goals:**

1. Students will learn how to create strong passwords.
2. Students will learn what information is appropriate to post in order to protect their private information and accounts online.

**Objectives:**

1. Student will identify characteristics of strong passwords (knowledge and comprehension).
2. Students will apply characteristics of strong passwords to create new passwords (application).
3. Students will analyze profiles of people and assess which ones maintain their privacy and reputation and which ones don't.

**Materials:**

- Chart paper or chalk/white board or Smart board.
- Computer with Internet connection and screen projector device for presenter.
- Handout booklet to each student.

**Procedures:**

Start the lesson by showing the students the video by Google, "Playing and Staying Safe Online." ([www.ikeepsafe.org/youtube](http://www.ikeepsafe.org/youtube)).

Say: "You are going to watch a short video (developed by the team at Google), Staying Safe Online. This video will cover three topics: 1. How to keep personal information private. 2. Being respectful to yourself and others online and how to deal with online "bullies." 3. How to avoid dangers online."

Hand out Video Summary Staying Safe Online part 1 (student handouts) to the students. Go over the rules with students.

### Activity 1 – Creating Strong Passwords

Write on the chart/board examples for 3 weak passwords (example: your full name, your phone number, the word “chocolate”). Ask the students by raise of hands who thinks these passwords are good. Tell the students that you are now going to teach them how to create strong passwords. Pass the handout “Guidelines for Creating Strong Passwords.” Go over the rules and the example together.

Pass the handout “Password Activity” and give the students a few minutes to complete. Go over the answers with the class.

Alternate Activity: Ask students to write a short paragraph about them and make up sentences to come up with strong and memorable passwords by following the guidelines for Creating Strong Passwords.

### Activity 2 – Reputation Management

Hand out 3 **profiles** (student handout) of 3 different online social network users.

Discuss the profiles with the students and ask which profile maintains the privacy and reputation of the user and which profile doesn’t.

Say: “Here are profiles of three social network users. Let’s look at those profiles and see which ones maintain their privacy and good reputation and which don’t. What do you think they could have done differently?”

Discuss what could be modified.



## Workshop 2: Playing and Staying Safe Online

### Lesson 2: Be Respectful to Yourself and Others

#### Lesson Plan Title: Be Respectful to Yourself and Others

**Concept:** Understand appropriate behavior when communicating online and what to do when someone violates it. This lesson comes after Lesson Plan 1 “Playing and Staying Safe Online part 1.”

**From video:** Guidelines to keep yourself safe online:

Part 2: Be respectful to yourself and others. If you encounter a bully, block and tell someone.

1. Respect yourself.
2. Don't put up with bullies. Ignore or block people who harass you.
3. Don't be a bully. You can be blocked or banned.
4. If something happens online that makes you uncomfortable, tell a trusted adult.

#### Standards Addressed:

- a. ALA Standard 8:2: Student respects intellectual property rights.
- b. ALA Standard 8:3: Student uses information technology responsibly.
- c. C3:I:A: Students understand and follow acceptable policies (at school, home and community), and understand the personal and societal consequences of inappropriate use.
- d. C3:I:B: Students demonstrate and advocate for ethical and legal behaviours among peers, family, and community.
- e. C3:I:D: Students make ethical and legal decisions while using technology, technology systems, digital media and information technology when confronted with usage dilemmas.
- f. C3:I:E: Students exhibit responsibility and Netiquette when communicating digitally.
- g. C3:I:F: Students recognize the signs and emotional effects, the legal consequences and effective solutions for Cyberbullying.
- h. C3:I:H: Students understand the importance of online identity management and monitoring. Advocate for others to understand the importance of Online Reputation Management.
- i. C3:II:C: Students will demonstrate and advocate for safe behaviours among peers, family and community.
- j. NETS: 5:a: Students advocate and practice safe, legal, and responsible use of information and technology.
- k. NETS: 5:d: Students exhibit leadership for digital citizenship.

**Description:**

In this lesson, students will identify messages that violate online etiquette, correct them and evaluate whether further action is needed.

**General Goals:**

1. Students will learn about rules of Online Citizenship (rules of appropriate behavior online).
2. Students will learn about YouTube rules and test their knowledge.

**Objective:**

- Students will choose correct answers from a multiple choice game that will test their knowledge of the rules of YouTube. (Knowledge)

**Materials:**

- Chart paper or chalk/white board or Smart board.
- Computer with Internet connection and screen projector device for presenter.
- Power Point presentation of "Who Wants to be a Millionaire." Download from URL
- Handout booklet to each student.

**Activity Procedures:**

If you are not following directly after Lesson Plan 1 "Playing and Staying Safe Online part 1," then start the lesson by showing the students the video by Google, "Playing and Staying Safe Online". ([www.ikeepsafe.org/youtube](http://www.ikeepsafe.org/youtube)).

Say: "You are going to watch a short video (developed by the team at Google), Staying Safe Online. This video will cover three topics: 1. How to keep personal information private. 2. Being respectful to yourself and others online and how to deal with violators and online bullies. 3. How to avoid dangers in the online environment."

Start here, if you are following directly after Lesson Plan 1 and students are already familiar with the video.

Hand out **Video Summary Staying Safe Online part 2** (student handouts) to the students. Go over the rules with students.

Discuss the fact that there are certain rules that apply online, which are the rules of **Online Citizenship** Hand out **Online Citizenship Rules** (student handout), go over the rules with them and discuss what can be done if someone abuses those rules.

Say: "The rules of being a good citizen in real life also apply to how you act as a citizen online. It's easy to think that what you do online doesn't matter, but it does."

Discuss what can be done if someone does not follow the rules or is harassing others.



Say: "When people abuse the rules they are not being respectful towards others. You don't have to put up with bullies."

Ask: "What should you do if someone uses demeaning or threatening words and is being a bully?"

Write on the chart/board a list of **Actions to Take with Online Violators** (instructor toolkit). Discuss each option and when it is relevant to use. You can give specific examples and ask the students what they would do in each circumstance. For example:

- If someone is threatening that they will tell on you if you don't do something for them, what should you do?
- If someone is posting a message that uses offensive language, what should you do?
- If someone is posting private information about you, what should you do?
- If someone keeps harassing you by sending you messages that you don't want to get, what should you do?

Let the students know that they are about to see the movie "Playing Safe on YouTube" as an example for rules of Online Community.

Say: "Different communities online have different rules. YouTube is one example of an online community with very strict guidelines. We will now watch a short movie "Playing Safe on YouTube" developed by the team at Google that will discuss the rules of YouTube."

Hand out the **Community Guidelines for YouTube** (student handout) so they can refer to it as they watch the video "Playing Safe on YouTube" ([www.ikeepsafe.org/youtube](http://www.ikeepsafe.org/youtube)).

Let the students know that they are going to play the game "Who Wants to be a Millionaire" to test their knowledge about the rules of YouTube. Before you begin, download the PowerPoint file of Who Wants to be a Millionaire from URL. You can also prepare your own presentation or use the questions in **Who Wants to be a Millionaire** in the Instructor Toolkit. Divide the class into groups of 4-5 students. Each group comes up with an answer and whoever gets it correct scores points. Alternatively, this game can be played in the traditional way where one student is the contestant and the class is the audience.

Have fun!

## Workshop 2: Playing and Staying Safe Online

### Lesson 3: Street Smart

#### Lesson Plan Title: Playing and Staying Safe Online part 3: Street Smart

**Concept:** The Internet is like a big city with different types of neighborhoods. It is mostly fun, safe and exciting, but you should always be careful, cautious and use your common sense when you go exploring and meet strangers online. This lessons comes after Lesson Plan 1 & 2 “Playing and Staying Safe Online part 1 & 2.”

**From video:** Be “Street Smart.” Be cautious with new people you meet online.

1. Be “Streets Smart.”
2. Use your common-sense when you go exploring.
3. Be skeptical of new people you meet online, even if they seem nice.
4. Don't talk about sex with strangers.
5. If you decide to meet someone you only know from online:
  - a. Meet in a public space.
  - b. Bring friends with you.
  - c. Tell an adult where you are going.

#### Standards Addressed:

- a. ALA Standard 8:2: Student respects intellectual property rights.
- b. ALA Standard 8:3: Student uses information technology responsibly.
- c. C3: I: A: Students understand and follow acceptable policies (at school, home and community), and understand the personal and societal consequences of inappropriate use.
- d. C3:I:B: Students demonstrate and advocate for ethical and legal behaviours among peers, family, and community.
- e. C3:I:D: Students make ethical and legal decisions while using technology, technology systems, digital media and information technology when confronted with usage dilemmas.
- f. C3:I:E: Students exhibit responsibility and Netiquette when communicating digitally.
- g. C3:I:F: Students recognize the signs and emotional effects, the legal consequences and effective solutions for Cyberbullying.
- h. C3:I:H: Students understand the importance of online identity management and monitoring. Advocate others to understand the importance of Online Reputation Management.
- i. C3: II:C: Students will demonstrate and advocate for safe behaviors among peers, family and community.
- j. NETS: 5:a: Students advocate and practice safe, legal, and responsible use of information and technology.
- k. NETS: 5:d: Students exhibit leadership for digital citizenship.



### Description:

In this lesson, students will use their common sense to evaluate messages from strangers online.

### General Goal:

- Students will learn how to use their common sense in choosing who to connect with online.

### Objective:

- Student will evaluate messages from strangers online and select those with whom they would like to connect. (evaluation)

### Materials:

- Chart paper or chalk/white board or Smart board.
- Computer with Internet connection and screen projector device for presenter.
- Handout booklet to each student.

### Activity Procedures:

If you are not following directly after Lesson Plan 1 and 2 “Playing and Staying Safe Online part 1, 2,” then start the lesson by showing the students the video by Google, “Playing and Staying Safe Online”.

Say: “You are going to watch a short video (developed by the team at Google), *Staying Safe Online*. This video will cover three topics: 1. How to keep personal information private. 2. Being respectful to yourself and others online and how to deal with bullies. 3. How to avoid dangers in the online environment.”

Start here, if you are following directly after Lesson Plan 1 & 2 and students are already familiar with the video.

Hand out **Video Summary Staying Safe Online part 3** (student handouts) to the students. Go over the rules with students.

Tell the class that they are now in CyberSpace, and as they explore the “streets” different strangers approach them and ask to connect. They have to decide whether they would like to connect with that person and what to reply.

Say: “You are now in CyberSpace. As you explore the streets of the neighborhoods, different strangers approach you and ask to connect. You need to decide whether you would like to connect with that person, whether you want to reply and what.”

Use **Streets Smart Activity Cards** (instructor toolkit). You can either show them to the class or use a projector device to screen them. Ask the class to use their common sense in deciding what to answer to each of those strangers and discuss their reactions.



## Instructor Toolkit







## Workshop 2: Playing and Staying Safe Online

### Lesson 2: Be Respectful to Yourself and Others

#### Actions to Take with Online Bullies and Violators

- None
- Tell an adult (teacher, parent,
- Flag message.
- Block user.
- Delete message.
- Inform administrator.
- Contact law enforcement such as Cyber Law Enforcement Organization and report cybercrime.



## Workshop 2: Playing and Staying Safe Online

### Lesson 2: Be Respectful to Yourself and Others

#### Who Wants to be a Millionaire

For \$100:

Q. How old do you have to be to have an account with YouTube?

- A. 10
- B. 13**
- C. 18
- D. 21

For \$200:

Q. YouTube has a set of rules for everyone that visits or views videos on the site. What are those rules called?

- A. User Rules
- B. Terms of Service
- C. Rules to kill all fun
- D. Community Guidelines**

For \$300:

Q. If you violate the Community Guidelines you can receive a strike. You will be banned from the site after you receive

- A. 5 gold stars
- B. 1 strike
- C. 1 strike and 1 spare
- D. 3 strikes**

For \$500:

Q. If you see a video that you think breaks the rules, you should report it with our flagging system. The flagging icon is located where on the site?

- A. Underneath the video**
- B. The top right corner of the home page
- C. At the bottom of every YouTube page
- D. On the flag pole

For \$1000:

Q. If you don't like a video you're watching you should

- A. Flag it
- B. Write a rude comment and tell everyone
- C. Click on something else**
- D. All of the above

For \$2000:

Q. When you use someone else's text as you're own, that's called plagiarism and is illegal. When you upload a video or music that isn't yours, you're breaking the rules of

- A. **copyright law**
- B. The Code of the Pirates
- C. plagiarism
- D. gravity

For \$4000:

Q. If someone else is writing mean comments on your videos you should

- A. Remove their comments
- B. Block that user
- C. Be mean back
- D. **Both a & b**

For \$8000:

Q. On YouTube there is a section that offers tips for staying safe and advice for what you should do if you don't feel safe. This section is called the

- A. Home Base
- B. Safety Land
- C. **Safety Center**
- D. Safe Place

For \$16,000:

Q. When uploading a video or posting a comment we suggest you do the "grandma test." This means

- A. Count how many times the word grandma is said in the video
- B. **Thinking twice before you post something about whether or not your grandma would approve if she saw it**
- C. Is your grandma dancing in this video?
- D. Calling your grandma to make sure she sees it.

For \$32,000:

10. Which of the following would YouTube ever ask you about?

- A. **Age**
- B. Credit card information
- C. Home address
- D. Shoe size



For \$64,000:

Q. What information should you never include in your profile?

- A. Home address
- B. Full name
- C. Phone number
- D. All of the above

For \$125,000:

Q. What is the first thing you should do if a video violates your privacy?

- A. Contact the person who uploaded the video
- B. Send it your friends
- C. Log out of YouTube
- D. Leave a nasty comment on the video

For \$250,000:

Q. If you've found a video that violates your privacy and you've contacted the person who uploaded the video and they didn't take it down. What should you do next?

- A. Flag the video
- B. Leave another nasty comment with ALL CAPS
- C. Tell a trusted adult
- D. Both A & C

For \$500,000:

Q. YouTube is a fun place to

- A. Watch funny videos
- B. Share videos that you make
- C. Learn about new topics
- D. All of the above

For \$1 Million!!!:

Q. One of the most famous videos on YouTube is about a baby that bites his brother's finger. What is the baby's name? (Hint\* they boys are British)

- A. Edward
- B. Charlie
- C. James
- D. Taylor

Great job!!!

Thank you for playing

## Protect Yourself and Others on YouTube

### Instructions from the YouTube Safety Center

#### Private Videos and How to Share Them

To limit the exposure of one of your videos, set it to be a “Private” video. Only you and (up to twenty five other users who you invite to view the video) will be able to see it. In order to do this, you’ll need to send these 25 other people a special link that goes to the private video. Once your contacts receive the private URL, they’ll be able to sign into their YouTube account and watch the video. Other users who haven’t received the link invite **will not be able to view the video** as it is listed as private. If you’d like all users to be able to see / view your video, you should set your video to “Public.”

The video will not appear on your channel, in Groups, search results, playlists etc..

#### How to make your uploaded video Private

1. Click the “Account” link located (at the top-right of any page ).
2. Click the “Uploaded Videos” link. Choose the video you want to edit and click the “Edit” button below the video thumbnail.
3. Under the “Broadcasting and Sharing Options” section (on the left-hand side of the page towards the bottom) you’ll see “Privacy” options. Click the little black arrow / triangle to expand and see all your privacy options.
4. You’ll see the option to make the video public or private. If you’d like to make your video **private**, click and select the “Private” option.

Save the changes you made to your video’s settings by clicking the “Save Changes” button. Your video will now be set to private.

#### Find and Send a Private Video's Private URL:

1. Sign into your YouTube account and click the “Account” link located (at the top-right of any page ).
2. Then click the “Uploaded Videos” link. Click and choose the video you want to send to your friends. Then, click the “Edit” button.
3. Under the “Broadcasting and Sharing Options” section (on the left-hand side of the page towards the bottom) you’ll see “Privacy” options. Click the little black arrow / triangle to expand and see all your privacy options (if its not already open and you cannot see your privacy options).
4. If the video’s set to private, there will be a URL section below the “Private” option. This is the special private link that you will send to (up to) twenty five contacts so that they can watch your private video.

5. Email / send a private message including the private video's special URL. When your friends receive the email invitation, they'll need to:

- Sign into their YouTube account
- Click the video URL
- They'll then be able to watch the video
- Once a videos is shared via the private URL, it cannot be unshared.

Therefore, use your 25 invites wisely!

In order to watch a private video, your contacts must already have a YouTube account. If they don't already have an account, they'll first need to sign up for an account. They will then be able to sign in and watch the private video you sent them. If they do not sign into their account before watching the video, the video will not load.

### Abusive Users: Blocking users

You can block users from making comments about your videos or sending you messages. To block a user, go to their Profile and click the "Block User" button in the "Connect with" box. Similarly, you can unblock users by returning to their profile and clicking the "Unblock User" button where the "Block User" button used to be.

### Edit/Delete My Comments

1. Watch the video with the comment you would like to remove.
2. Scroll down to the "Comments & Responses" section and locate the comment that you made that you would like to remove.
3. To delete a private message from your account, go to your "Inbox" by clicking the small envelope icon at the top-right of any page (you must be logged in to your YouTube account to see this icon and delete messages). Find the particular message you want to delete and click the checkbox next to it, then click the "Delete" button at the top of the page. The message will be permanently deleted.

Keep the discussion going!

Research indicates that children who discuss topics with adults behave in safer ways.





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