

Be Internet Awesome.



LESSON 1
Share With Care



ACTIVITY 1
When not to share

**Be Internet
Smart**



Activity Goals



Understand

what kinds of personal information should be kept private



Remember

that everyone deserves to have their secrets kept private



Identify

other types of personal information that can be found online

Let's
talk.



Why does privacy matter?



Activity!

Can you keep a secret?

Make up a secret.



**Partner up with the
person next to you**

Tell your partner your
secret



With your partner, discuss and answer these questions.

1

Would you share your secret with anyone?

2

With whom would you share your secret and why?

What other kinds of information should we be careful to protect?

Your home
address and
phone number

News articles

Your email
password and
other online
passwords

Your photos,
videos, music,
and other
content

Dictionary
definitions

Your
usernames

Blog posts

The location of
a restaurant

Your
schoolwork and
other
documents
you create

**What is the most important
thing you learned during about Privacy?**

Be Internet Awesome.

◆ LESSON 2

Don't Fall for Fake

◆ ACTIVITY 1

Don't bite that phishing hook!

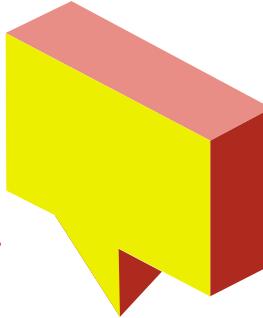
Be Internet
Alert



Activity Goals

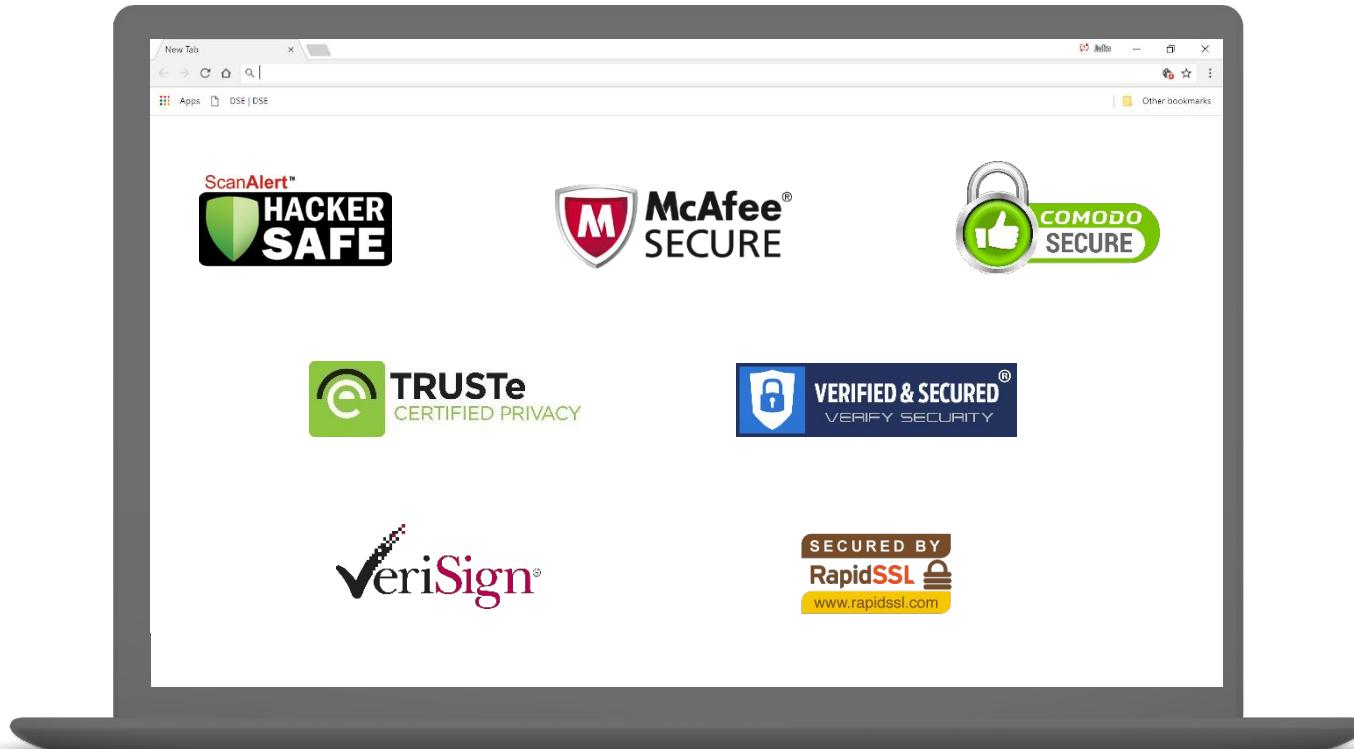
-  **Learn**
techniques people use to steal identities
-  **Review**
ways to prevent identity theft
-  **Know**
to talk to a trusted adult if you think
they're a victim of identity theft
-  **Recognize**
the signs of phishing attempts
-  **Be Careful**
about how and with whom to share
personal info

Let's
talk.

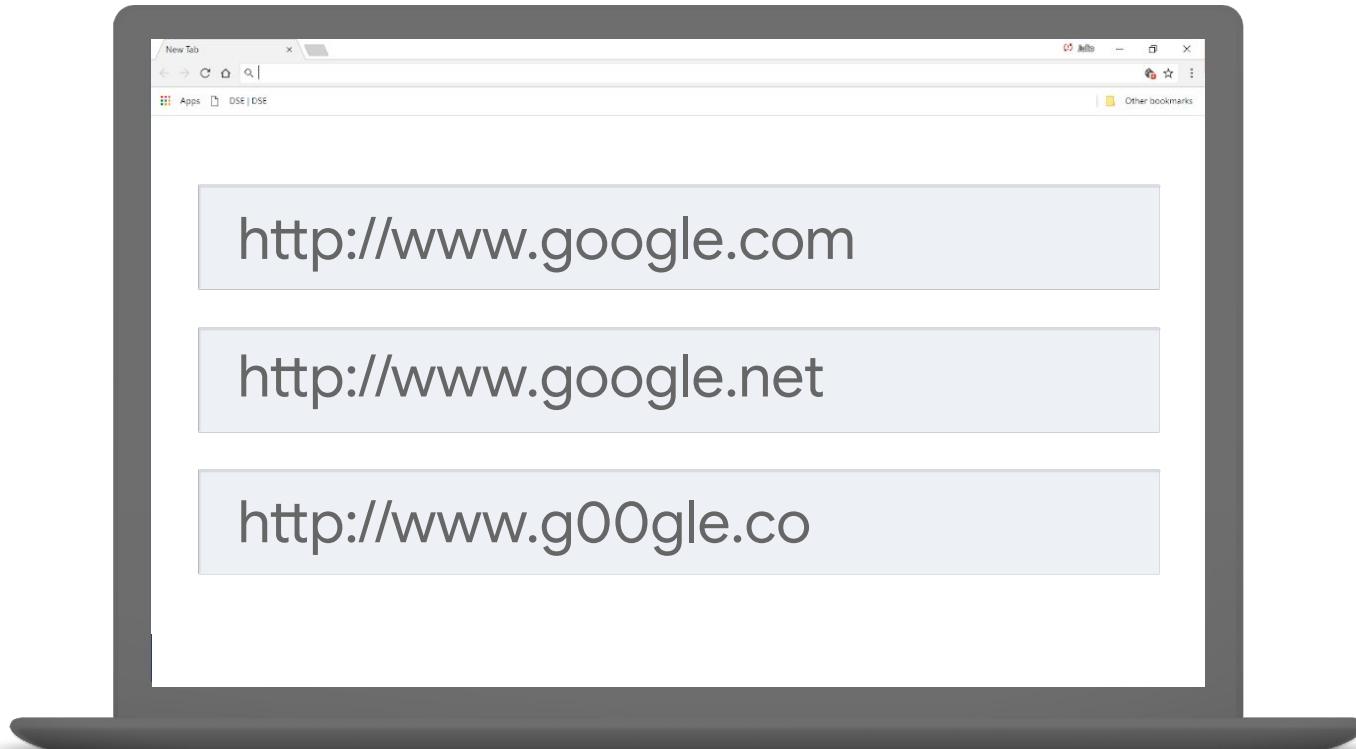


What is this phishing thing,
anyway?

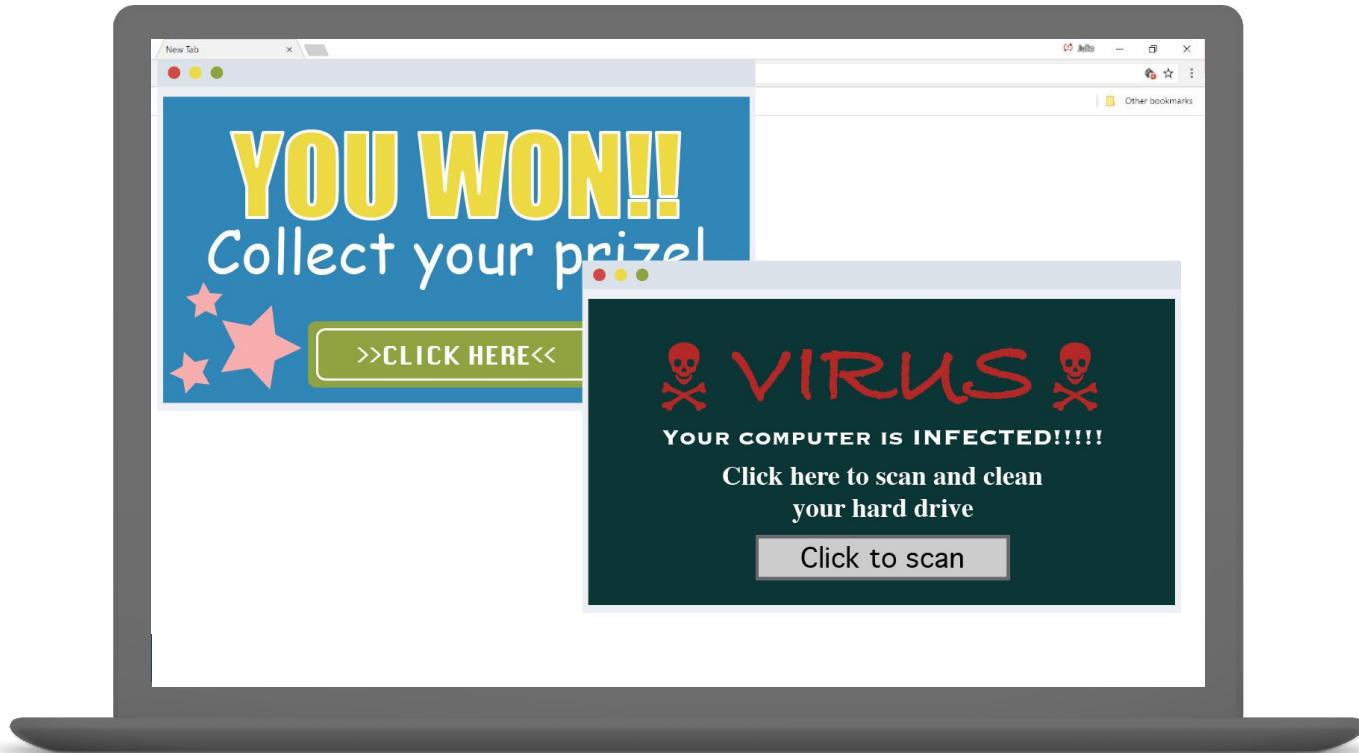
Does the site include indicators of a trustworthy site, like badges?



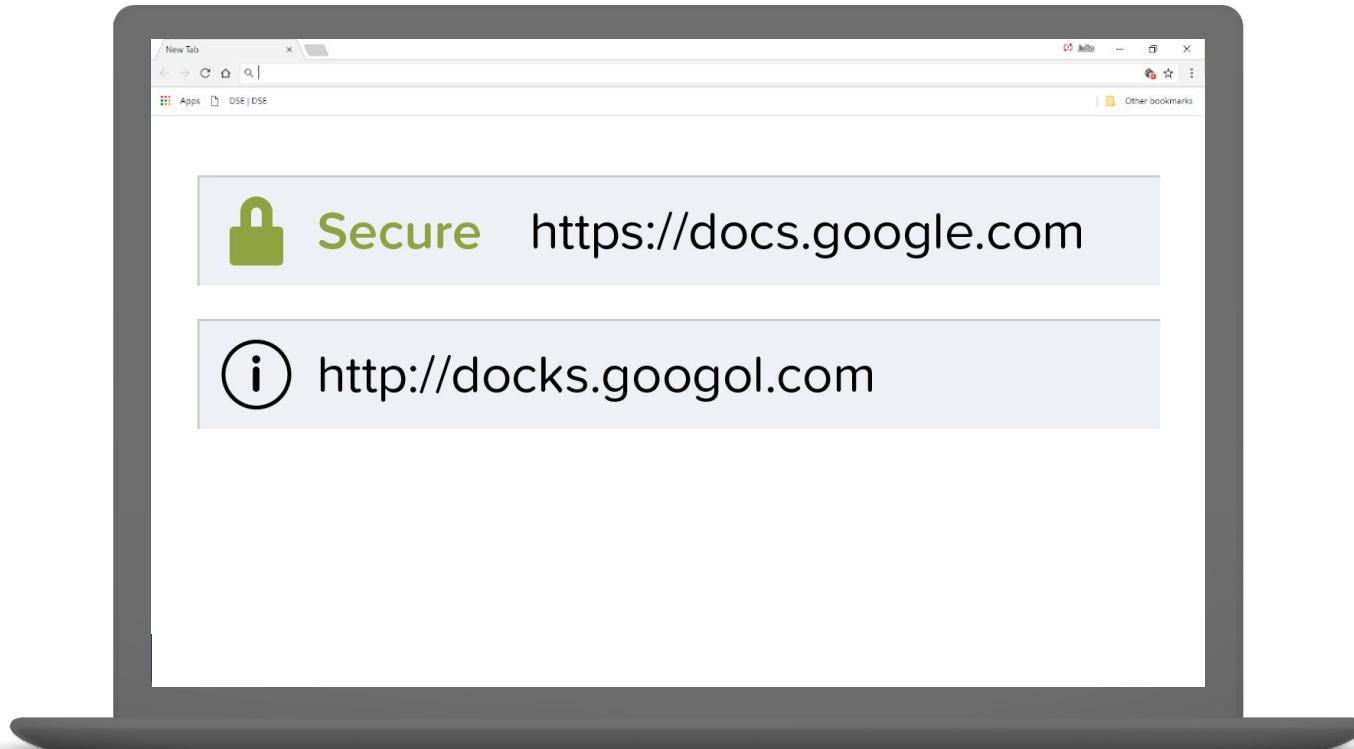
Does the site URL match the name and title you're looking for?



Are there any pop-ups?



Does the URL start with https:// preceded by a green padlock?



Summary

What questions to ask when assessing a message or site?

Circle the ones you are unsure about.

Does it include the indicators
of a trustworthy site?

Does the URL start with https://
preceded by a green padlock?

Does a site's URL match the name
and title you're looking for?

What's in the fine print?

Are there any pop-ups?

If you do fall for a scam, what should you do?

- 1 Tell your parent, teacher, or other trusted adult right away.
The longer you wait, the worse things could get.
- 2 Change your passwords for online accounts.
- 3 If you do fall for a phishing attempt or scam, let any friends who might be targeted as a result know.
- 4 Use settings to report the message as spam, if possible.
- 5 All of the above

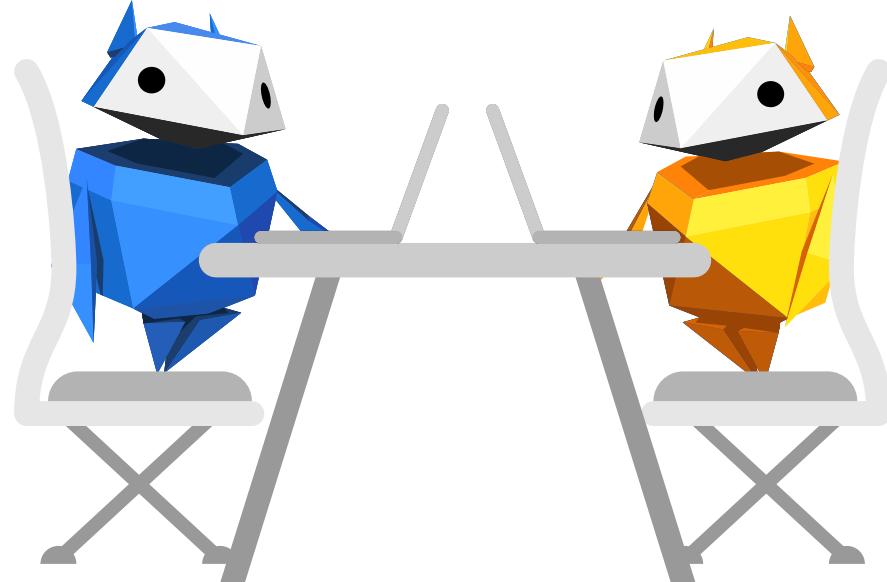


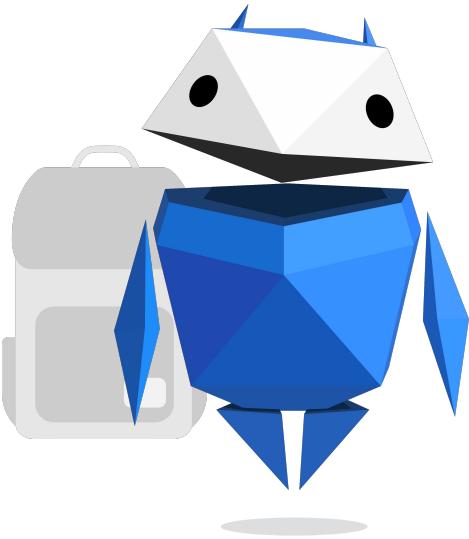
Activity!

Don't bite the phishing hook

Partner up with the person next to you

Say “Hi” to your partner.
Then answer the questions
on the following slides.





Begin Student-Paced Mode

Here are some questions to ask yourself when evaluating messages and sites you find online. You can use this as a guide as you answer the following questions.



Does this message look right?

What's your first instinct? Do you notice any untrustworthy parts?



Is the email offering you something for free?

Free offers usually aren't really free.



Is it asking for your personal information?

Some websites ask for personal info so they can send you more scams. For example, “personality tests” could be gathering facts to make it easy to guess your password or other secret information. Most real businesses, on the other hand, won’t ask for personal information over email.



Is it a chain email or social post?

Emails and posts that ask you to forward them to everyone you know can put your and others at risk. Don’t do it unless you’re sure of the source and sure the message is safe to pass on.

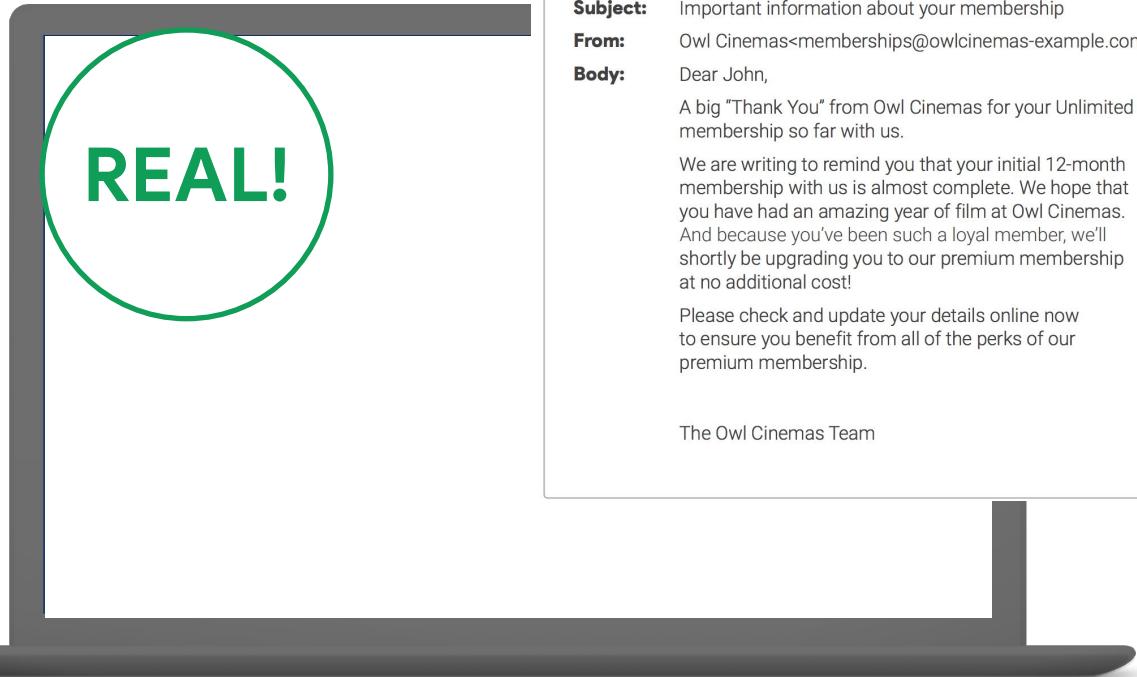


Does it have fine print?

At the bottom of most documents you’ll find the “fine print.” This text is tiny, and often contains the stuff you’re supposed to miss. For example, a headline at the top might say you’ve won a free phone, but in the fine print you’ll read that you actually have to pay that company \$200 per month.

Is this Real or Fake?

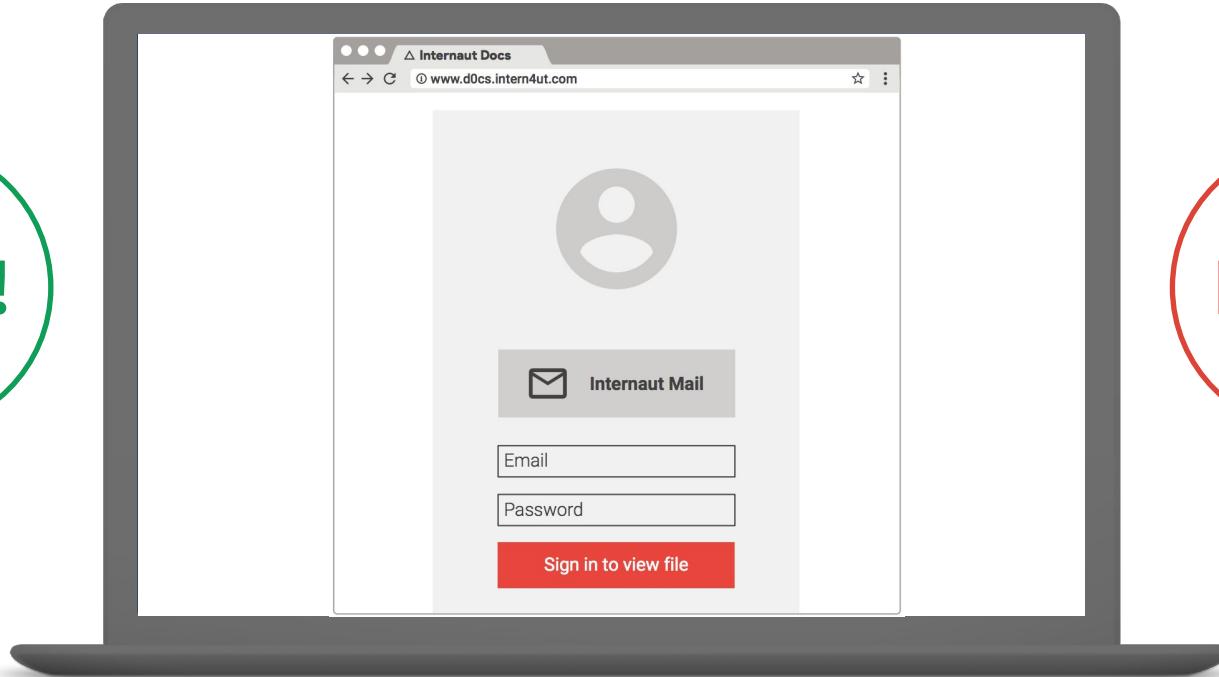
Circle your evidence for your decision.



Is this Real or Fake?

Circle your evidence for your decision.

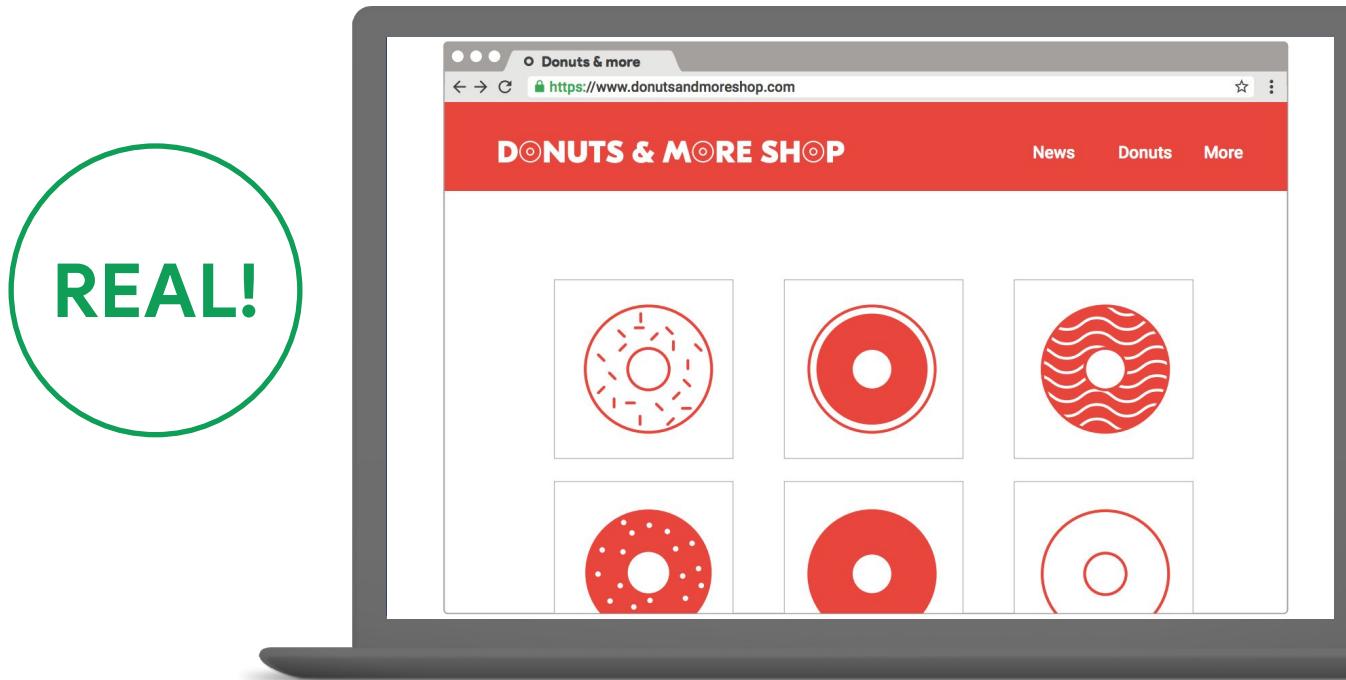
REAL!



FAKE!

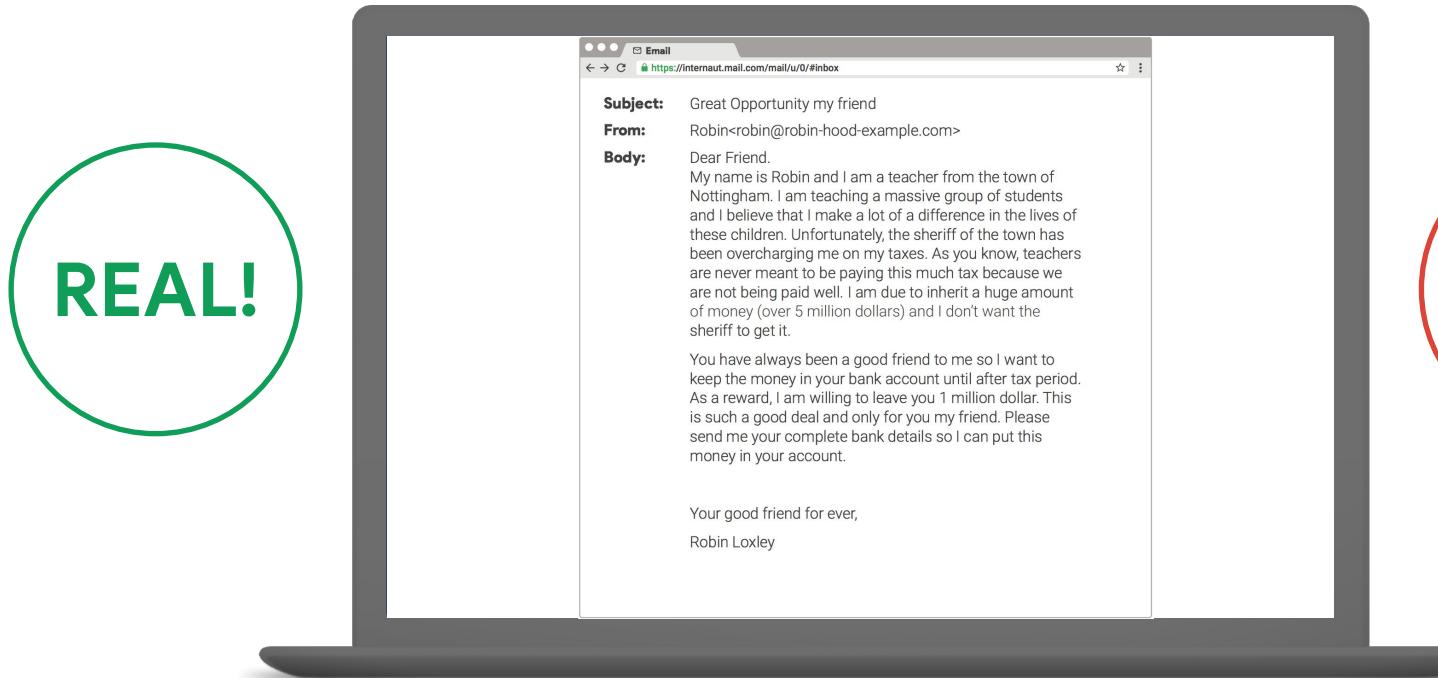
Is this Real or Fake?

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Is this Real or Fake?

Circle your evidence for your decision.

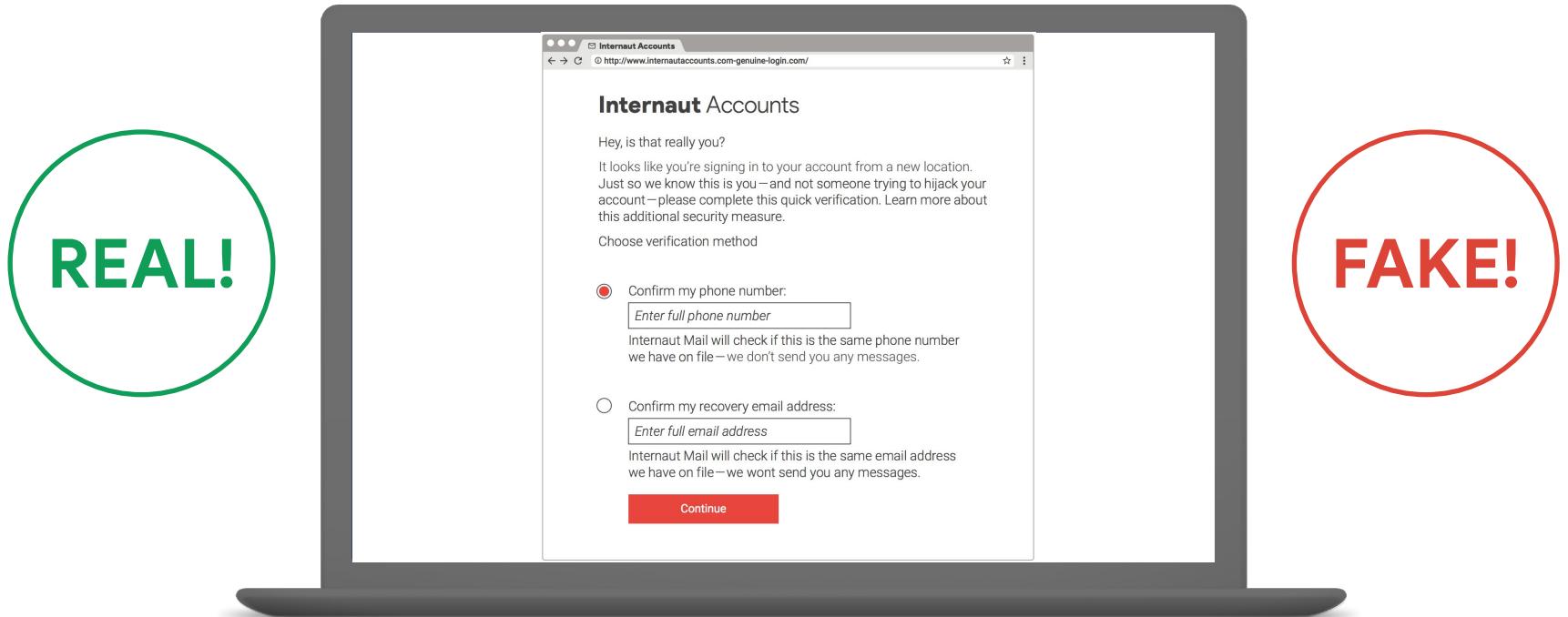


REAL!

FAKE!

Is this Real or Fake?

Circle your evidence for your decision.





Discuss your answers with your partner

Which examples seemed trustworthy and which seemed suspicious? Did any answers surprise you?

What is the most important thing you learned in this session?

Be Internet Awesome.



LESSON 2

Don't Fall for Fake



ACTIVITY 2

Who are you, really?

Be Internet
Alert



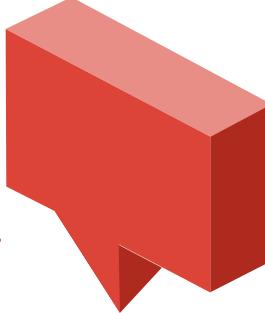
Activity Goals

-  **Recognize**
that your online audience might be bigger than you think
-  **Confirm**
that you really know the identity of the people you talk with online
-  **Stop and think**
before you “friend” or connect with someone online

Activity Goals

-  **Be careful**
about who you give personal information to, and what kinds of things you share
-  **Ask questions**
and/or seek help from an adult if you aren't sure
-  **Tell an adult**
if someone tries to discuss something online that makes you uncomfortable
-  **Act with honesty**
in all their online interactions

Let's
talk.



How do you know it's really
them?



Activity!

Who are you, really?

Who are you, really?

Break into your groups as directed by your teacher



Group 1



Group 2



Group 3



Group 4



Group 5



Group 6

Follow the instructions for your group

Group 1
Go to
Scenario 1

Group 2
Go to
Scenario 2

Group 3
Go to
Scenario 3

Group 4
Go to
Scenario 4

Group 5
Go to
Scenario 5

Group 6
Go to
Scenario 6

Group 1

Scenario 1

Read the scenario and discuss how you think you should respond. Be ready to act out your scenario and response.

You get a message request online from a stranger.

“Hey! You seem like a fun person to hang out with. Let’s have some fun together!
Can you add me to your friends list?
–Olumide”

How do you think you should respond?

Group 2

Scenario 2

Read the scenario and discuss how you think you should respond. Be ready to act out your scenario and response.

You get a text message on your cell phone from someone you don't recognize.

“Hey, this is Muhammed! Remember me from the summer?”

How do you think you should respond?

Group 3

Scenario 3

Read the scenario and discuss how you think you should respond. Be ready to act out your scenario and response.

After math class with Mrs. Abdulsalam you get this message on your cell phone.

“I’m Nonye from your Math class with Mrs. Abdulsalam. Did u understand the homework?”

How do you think you should respond?

Group 4

Scenario 4

Read the scenario and discuss how you think you should respond. Be ready to act out your scenario and response.

You get a message from someone you don't follow.

“Hey! Love your posts, you're SO funny!
Give me your phone number and we can talk more!”

How do you think you should respond?

Group 5

Scenario 5

Read the scenario and discuss how you think you should respond. Be ready to act out your scenario and response.

You get a chat from someone with whom you aren't familiar.

“I saw you in Math class today. U R CUTE!
What is your home address? I can come over 2 hang out.”

How do you think you should respond?

Group 6

Scenario 6

Read the scenario and discuss how you think you should respond. Be ready to act out your scenario and response.

You receive a message online.

“Hey, I just met your friend Sam! She told me about you, would love to meet you. What’s your address?”

How do you think you should respond?

**What is the most important thing you learned during
this session?**

Be Internet Awesome.



LESSON 3
Secure Your Secrets



ACTIVITY 1
How to build a great password

**Be Internet
Strong**



Activity Goals

-  **Recognize**
the importance of sharing passwords only with your parents or guardians
-  **Learn**
about the passwords that protect your devices
-  **Understand**
how to create passwords that are hard to guess and easy to remember
-  **Choose**
the right security for your login settings, including two-factor verification

Bell Ringer Activity

Why do you think “123456” would be a bad password for your email account?

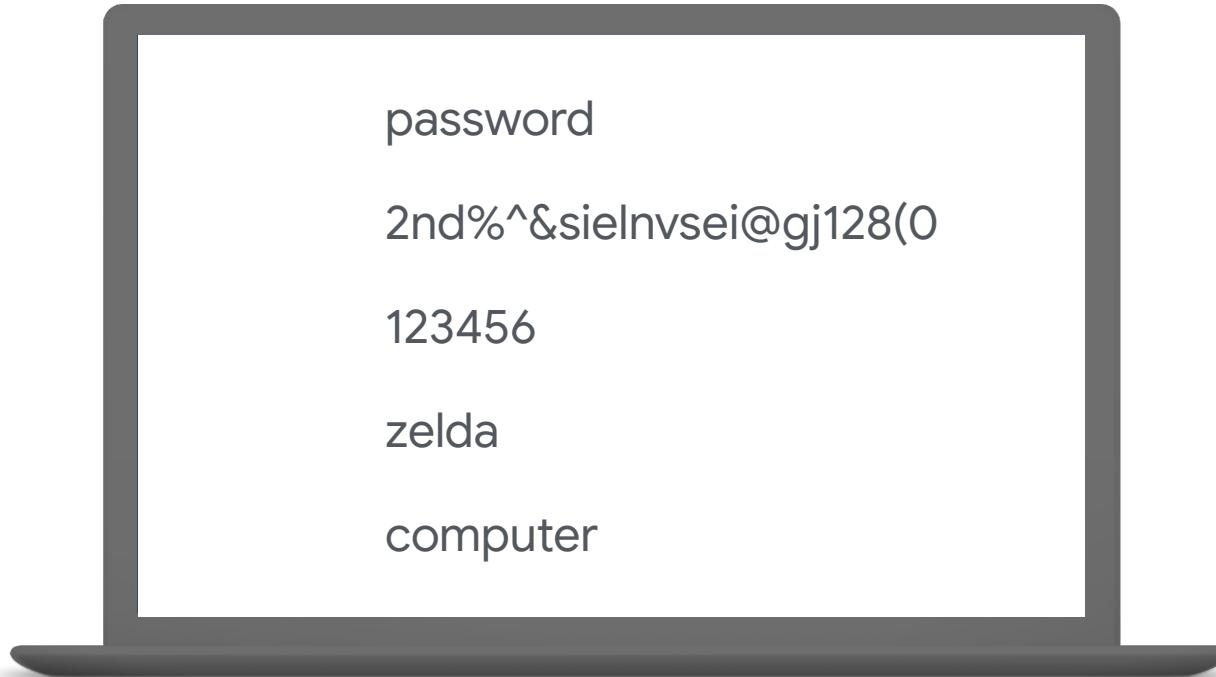


Let's
talk.

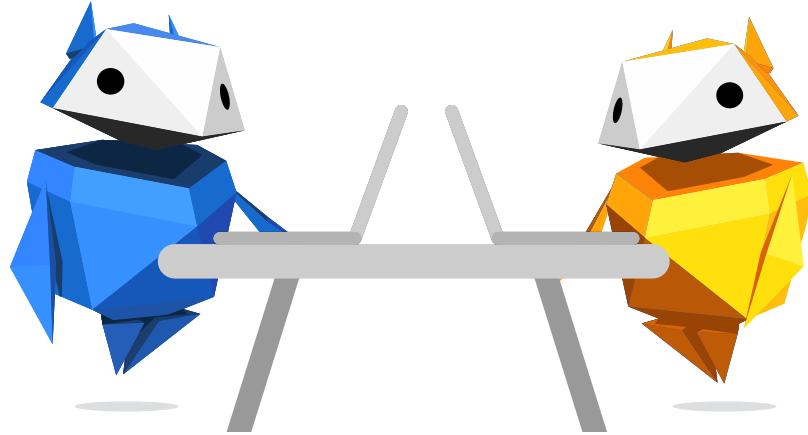


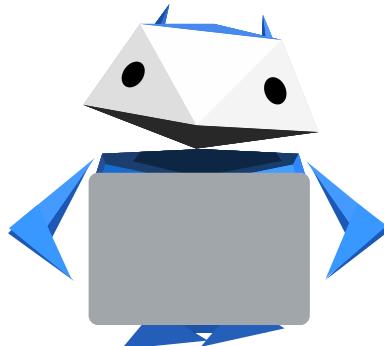
Better safe than sorry

What do you think the two most commonly used passwords are?



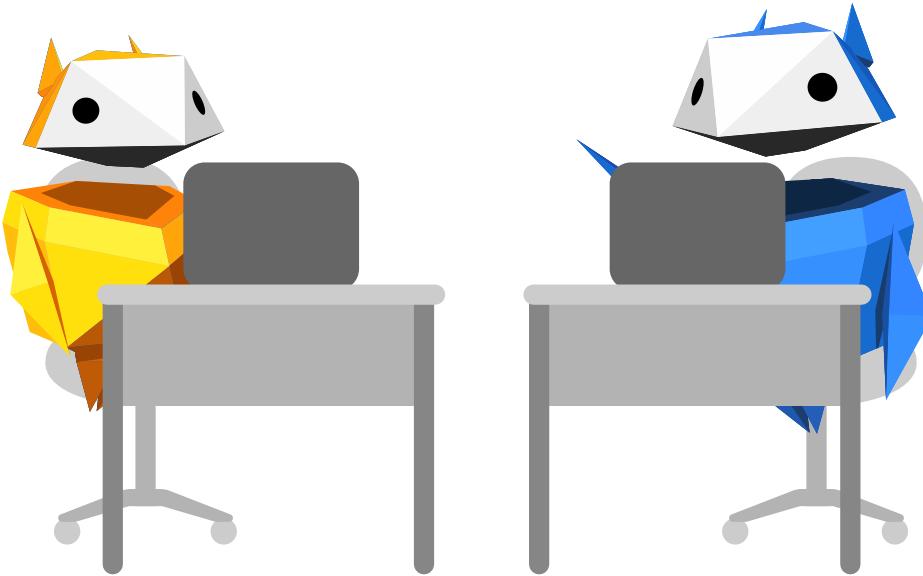
Let's brainstorm
other bad passwords!





Activity!

Build a great password



Partner up with the person next to you

Extra tips for making strong Passwords



Strong passwords

passwords are based on a descriptive sentence that's easy for you to remember and difficult for someone else to guess.



Moderate passwords

are passwords that are strong and not easy to guess by bad software, but could be guessed by someone who knows you.



Weak passwords

commonly use personal information, are easy to crack, and can be guessed by someone who knows you.



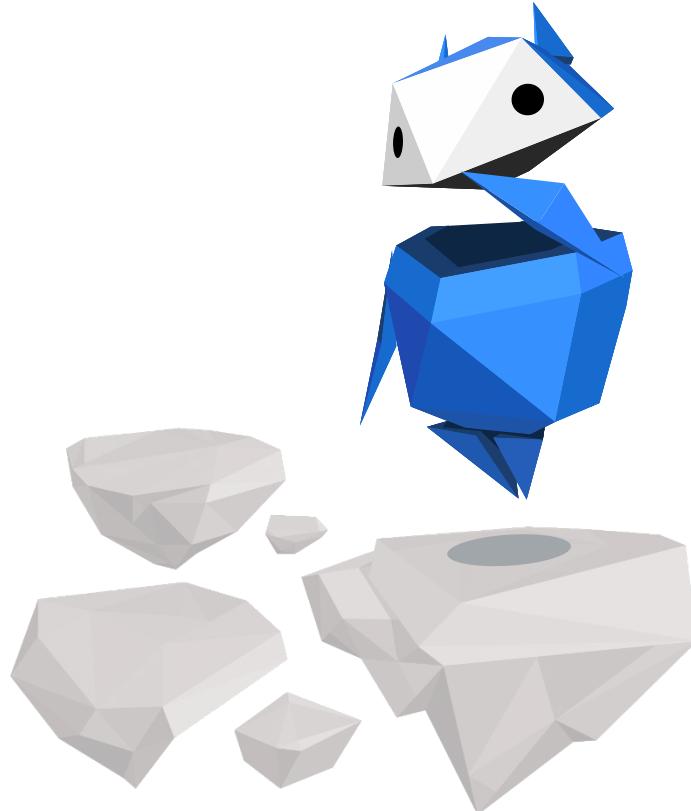
Try

changing some letters to symbols or making some letters uppercase and some lowercase

Make up a secret.



Dos and Don'ts



Draw a line from each idea to the appropriate answer



Use a unique password for each of your important accounts

Use personal information (name address, email, phone number, mother's maiden name, birth dates, etc.), or common words when you make a password

Use a password that's easy to guess, like your nickname, name of your school, or favorite baseball team

Use at least 8 characters



Share your password with people so you don't forget it

Use combinations of letters (uppercase and lowercase), numbers, and symbols

**What is the most important thing you learned during
this session?**

Be Internet Awesome.



LESSON 3
**Secure Your
Secrets**



ACTIVITY 2
Keep it to yourself

**Be Internet
Strong**



Activity Goals



Customize

privacy settings for the online services you use



Make decisions

about information sharing on the different sites and services you use



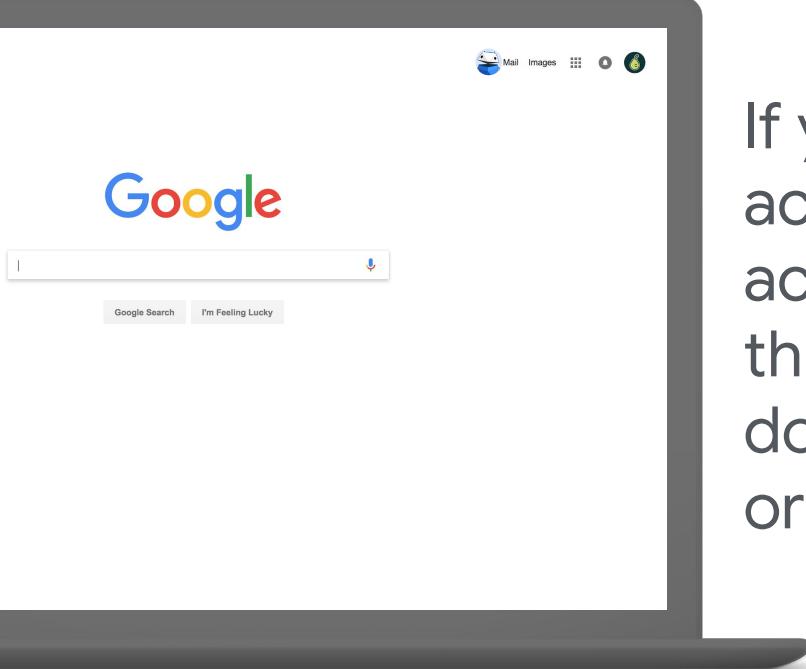
Understand

what two-factor and two-step verifications mean, and why to use them

Let's
talk.



Privacy = Security



If you logged into a private account, like your email account, what kinds of things do you think you can do from your “My Account” or “Settings” page?

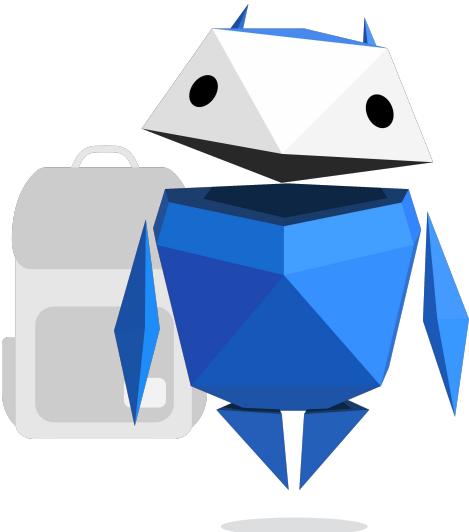


Activity!

Keep it to yourself

**Review your
options**



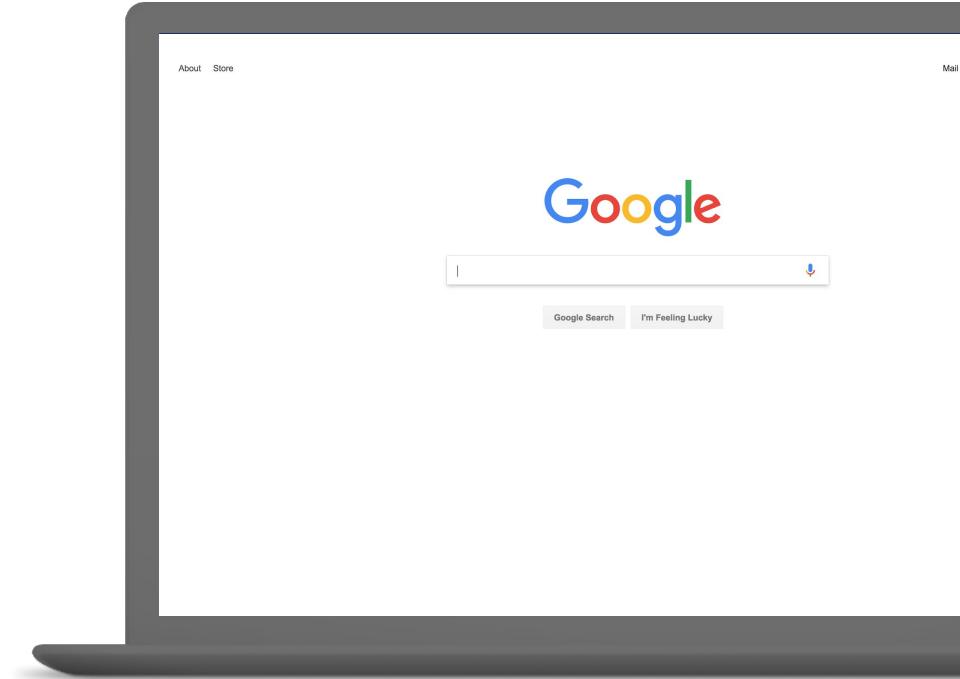


Begin Student-Paced Mode

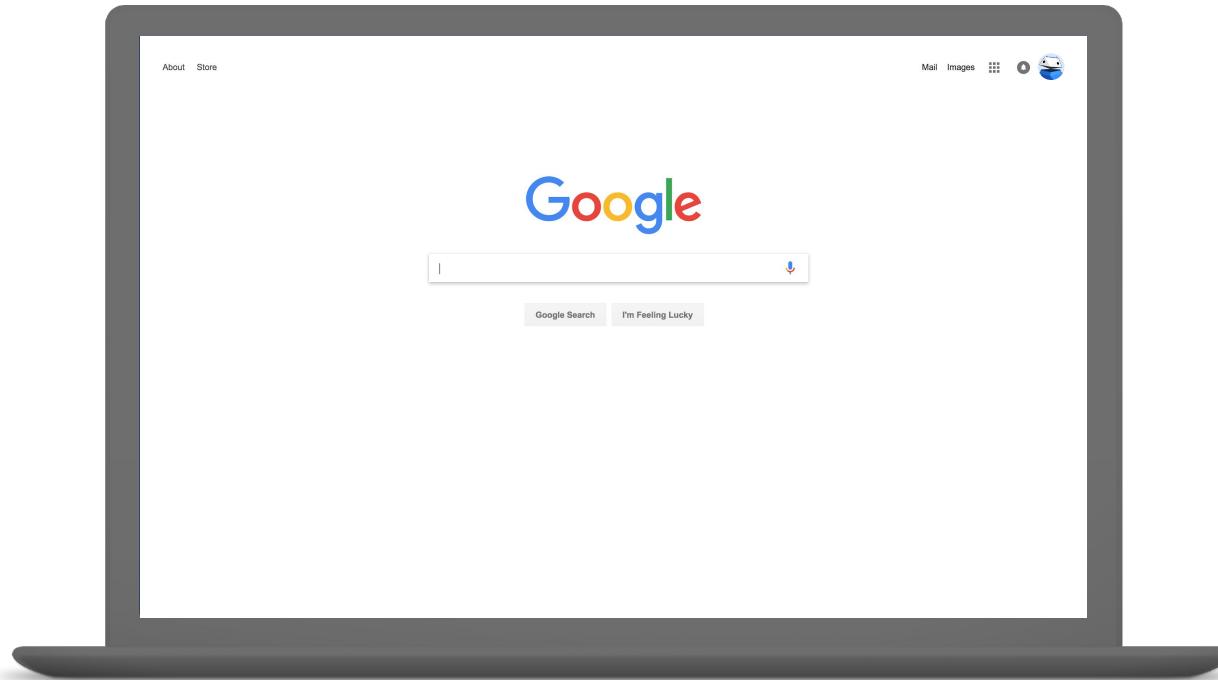
Review your options

Students, the next few slides will show you how you can find your account settings in Google.

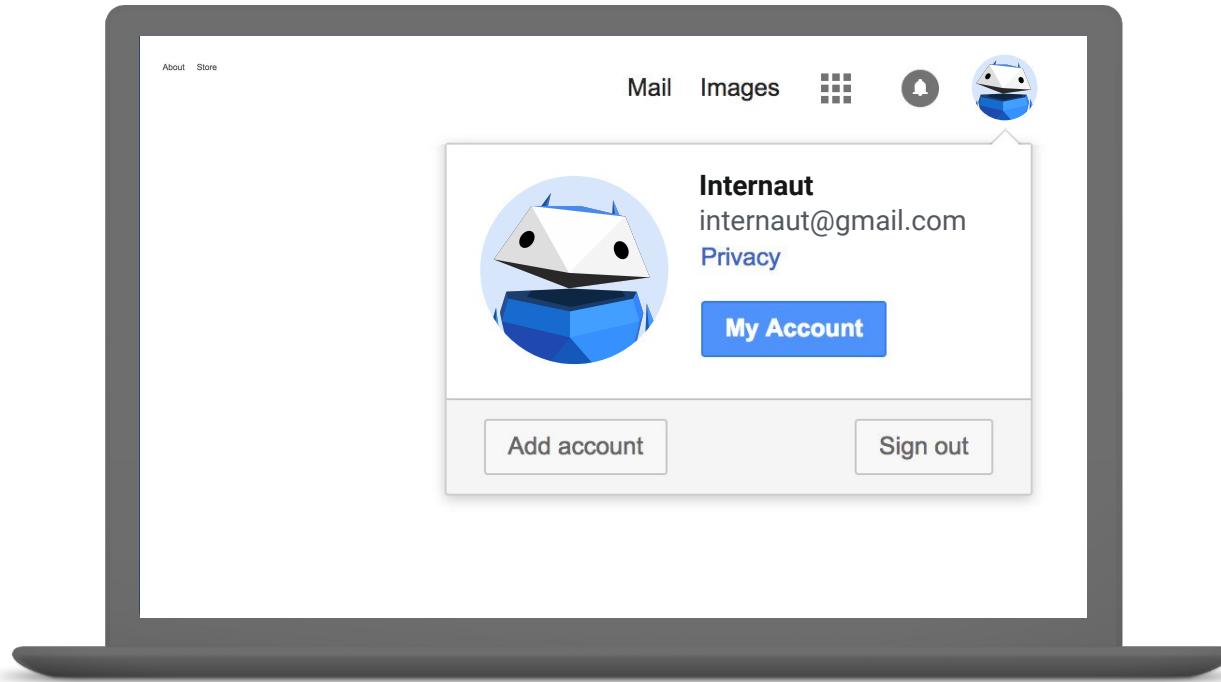
After that, you'll find some questions to answer about the account settings.



What would you click on to find out more information about your profile or settings?

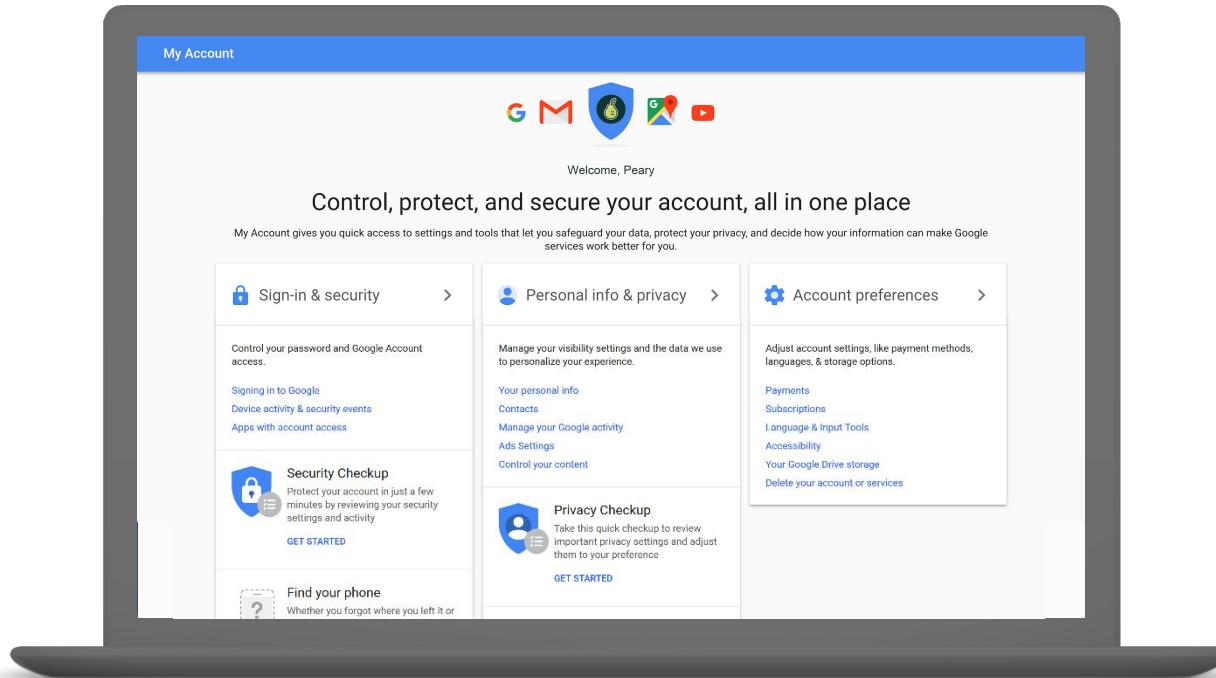


Now, what would you click on to get to your Account?

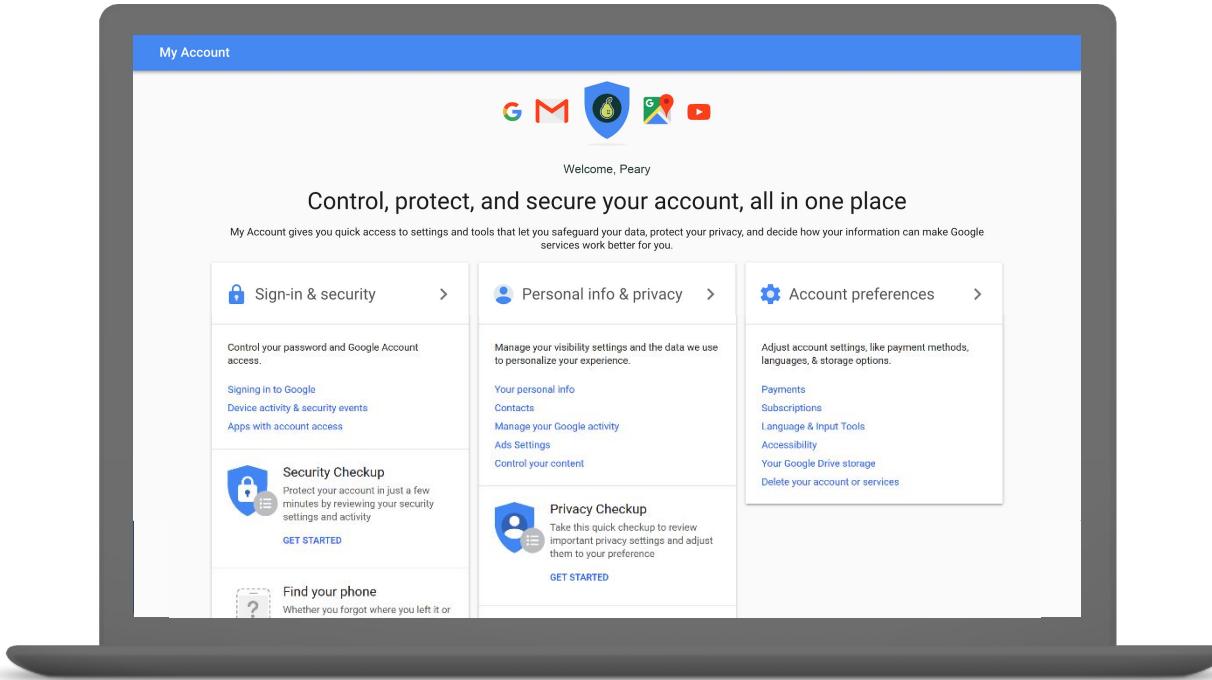


You've found your Account!

Where would you go to change your password?



Where would you go to change what people see about you?



What profile info do you want to keep private?

Contact info
(name, address,
email, etc.)

Family
information

Gender

Education or
schools

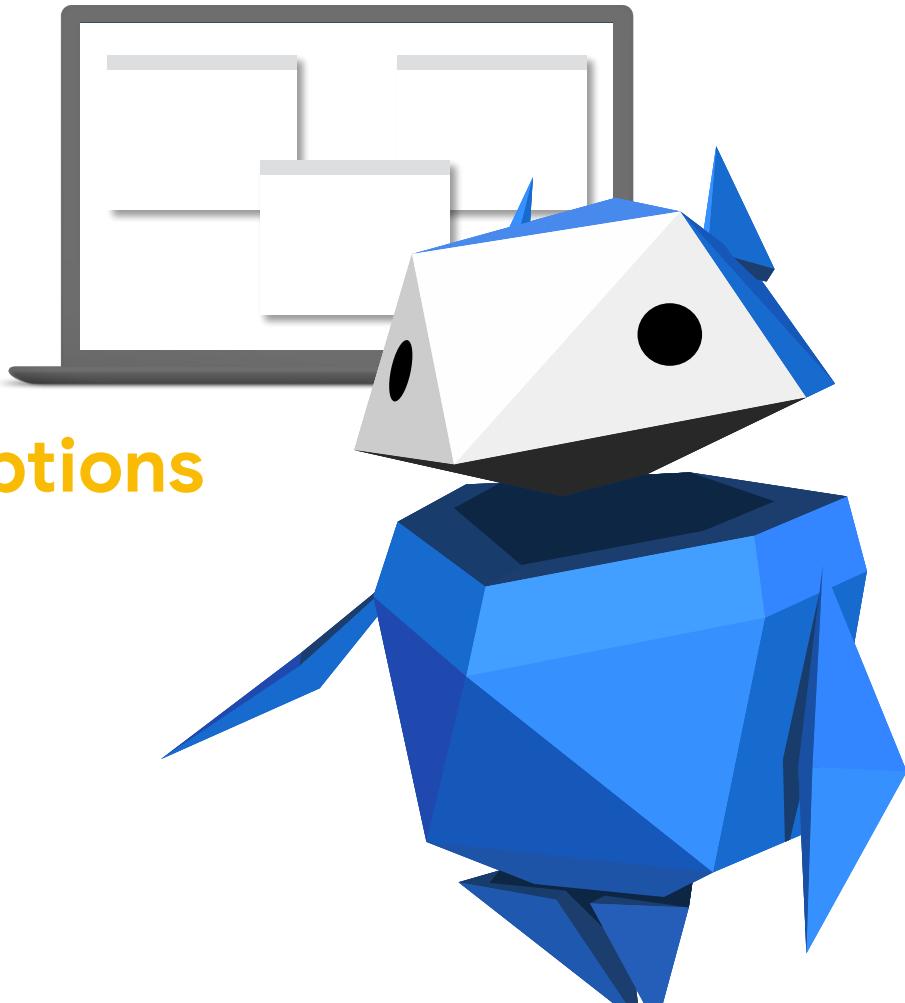
Birthday

Your blog or
sites you like

Places
you've lived

Your personal
story

Additional Verification Options



Which is which?

1

2-factor verification

When you log into your account, it will require two steps. For example, it may ask you to enter your password AND text you a code that expires in 10 minutes to enter.

2

2-step verification

The system will require two types of information to log you in. For example, it may ask for your normal password AND your fingerprint.



Takeaways

What is the most important thing you learned in this session?

Ideas to consider when writing your takeaway:

Who should you discuss privacy and security decisions with?

How can you secure your accounts?

What things do you want you want to keep private on the internet?

How will you remember all your passwords?

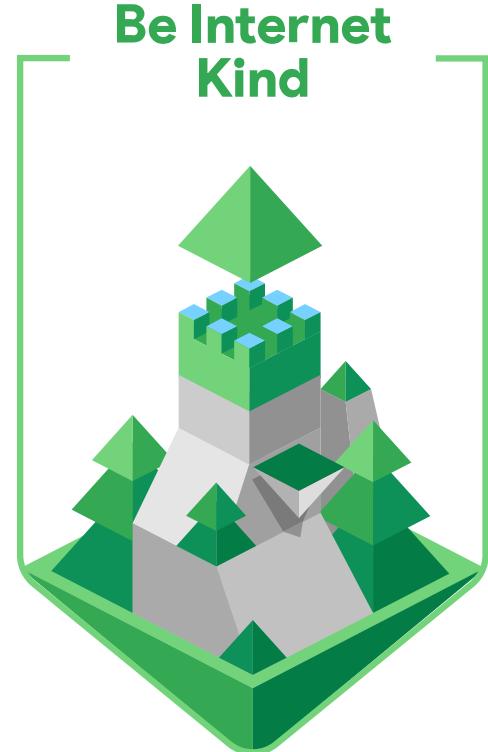
Be Internet Awesome.



LESSON 4
It's Cool to be Kind



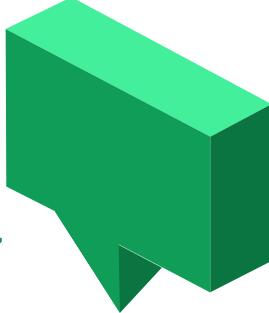
ACTIVITY 1
From bystanders to upstanders



Activity Goals

-  **Identify**
situations of harassment or bullying online
-  **Evaluate**
what it means to be a bystander
or upstander online
-  **Learn**
specific ways to respond to
bullying when you see it
-  **Know**
how to behave if you experience
harassment

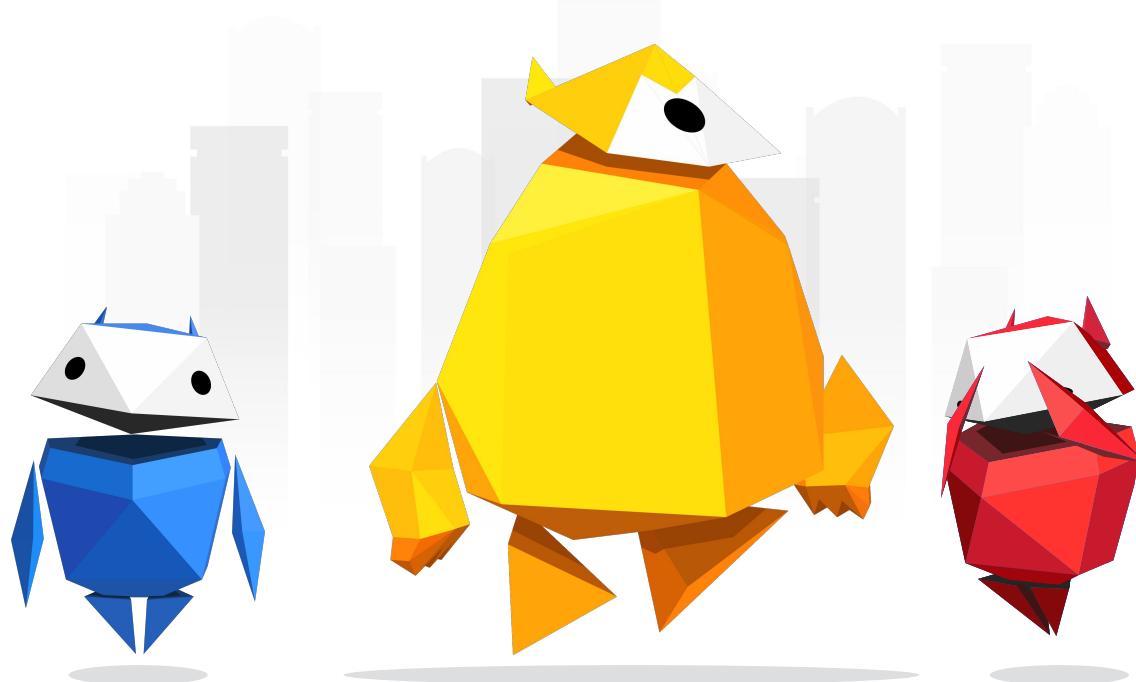
Let's
talk.



Why does kindness matter?

When bullying happens, there are usually 4 types of people involved.

Can you name the types?



What is a bystander?

How can a bystander
make bullying worse?

How can they make
it better?





An Upstander fights bad behavior and stands up for kindness and positivity.

Have you or someone you know ever stood up in one of these ways?



Setting a good example

Being a positive voice among your friends helps spread positive feelings all around.



Being a friend

Being consistently friendly - both online and offline - shows your classmates that they're not alone, which can be especially helpful if they're being bullied or just feeling sad.



Not encouraging bad behavior by giving it an audience

Don't *like* or respond to hurtful comments or posts. Sometimes bullies act aggressively in order to get attention, and if you and your friends don't encourage them, they're more likely to stop.



Not passing on hurtful messages

Instead tell the person who sent the message that you don't think it was funny or acceptable, and consider contacting the person who was targeted to provide support and help them get help if needed.



Report mean, bullying behavior

Use online reporting tools or tell your parent, teacher, friend, or sibling.

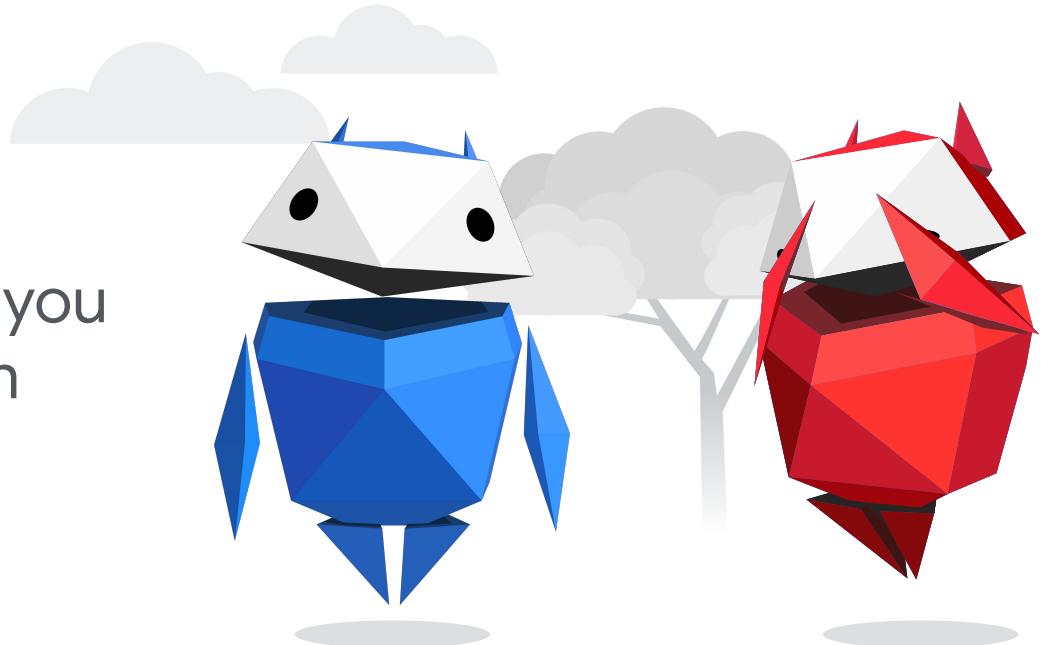


Activity!

How can I be an upstander?

Practice

What can you do when you are the target and when you are an upstander?



What can you do?

Which responses make sense if you are the target? Which make sense if you are an upstander? Which make sense in either case? Draw lines to give appropriate responses in the “Target” and the “Upstander.”

Not respond



Target

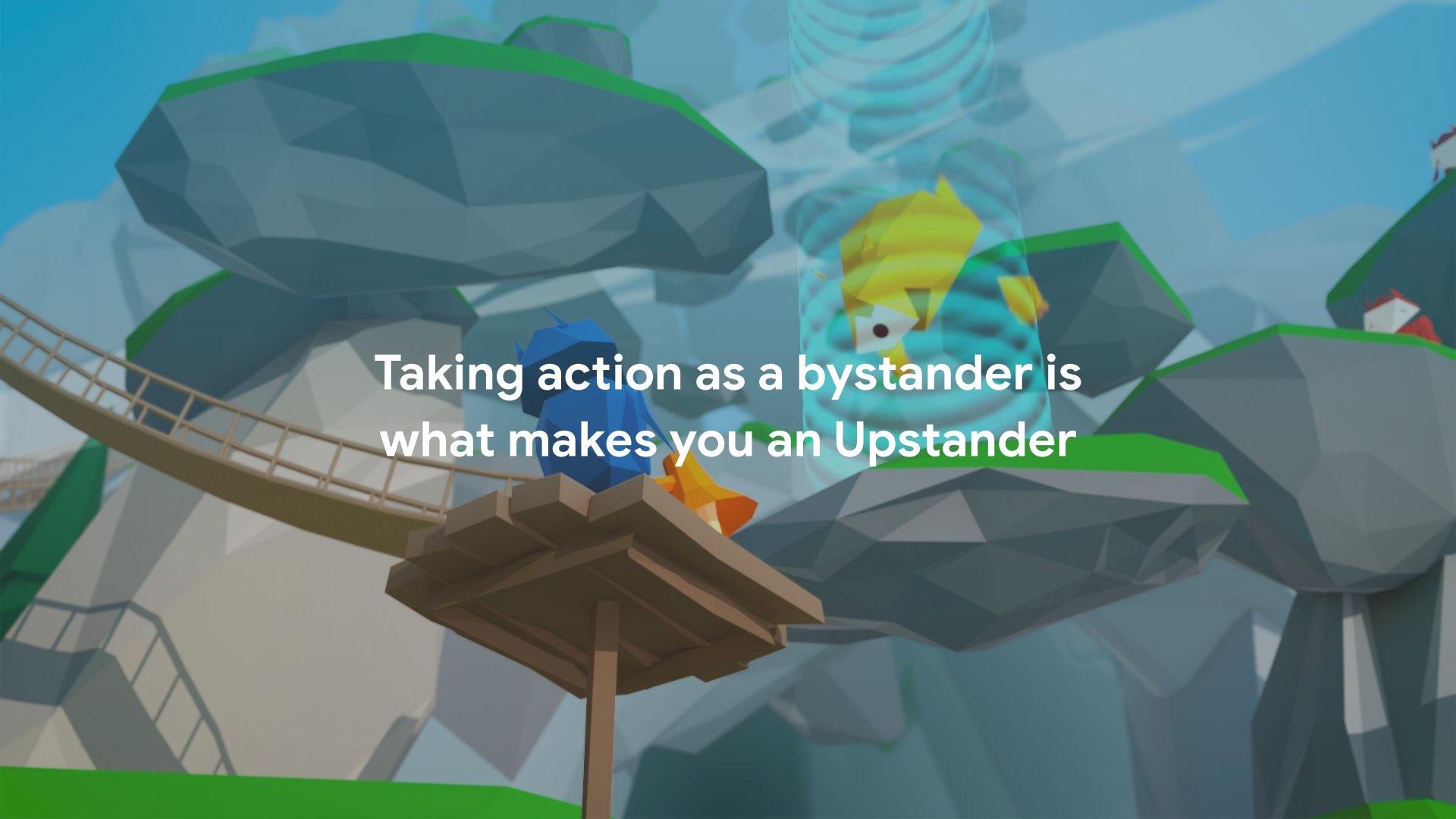
Block

Report - tell someone who can help like
a parent, teacher, sibling, friend



Upstander

Find a way to be kind



Taking action as a bystander is
what makes you an Upstander



Takeaways

**What is the most important
thing you learned in this session?**

Be Internet Awesome.



**It's Cool to be
Kind**



ACTIVITY 2

Upstander options

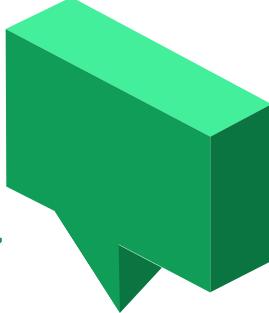
**Be Internet
Kind**



Activity Goals

-  **See**
that being an upstander is a choice
-  **Learn**
there are different ways to intervene and be an upstander in a specific situation
-  **Choose**
how to respond from various options that feel safe and appropriate to you
-  **Create**
your own response to the situation

Let's
talk.



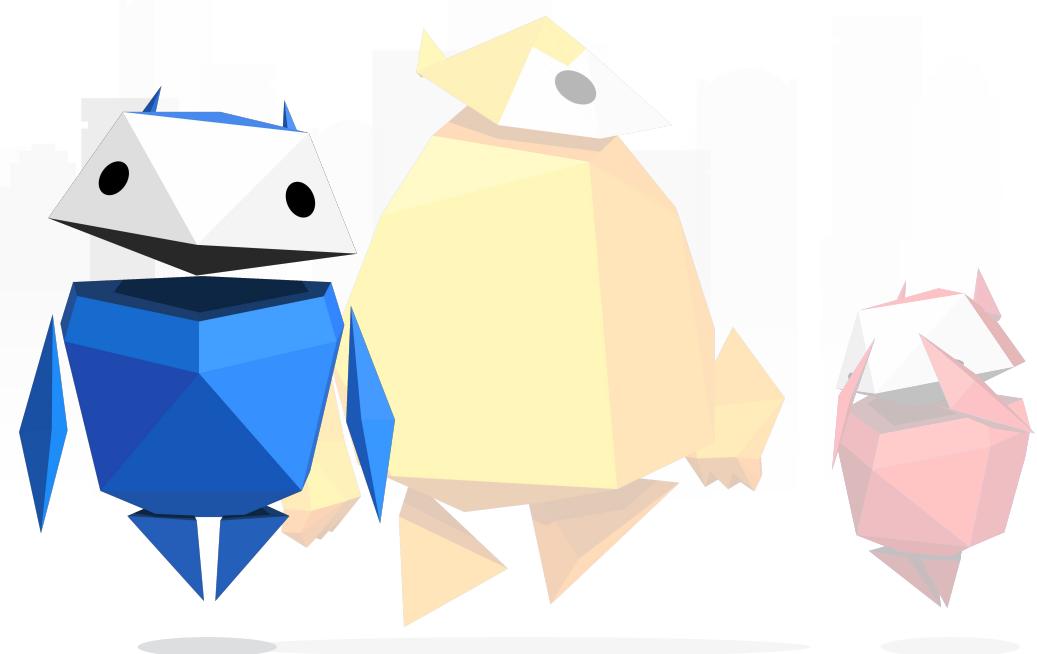
What are your options
as an upstander?

When bullying
happens, there are 2
types of witnesses.

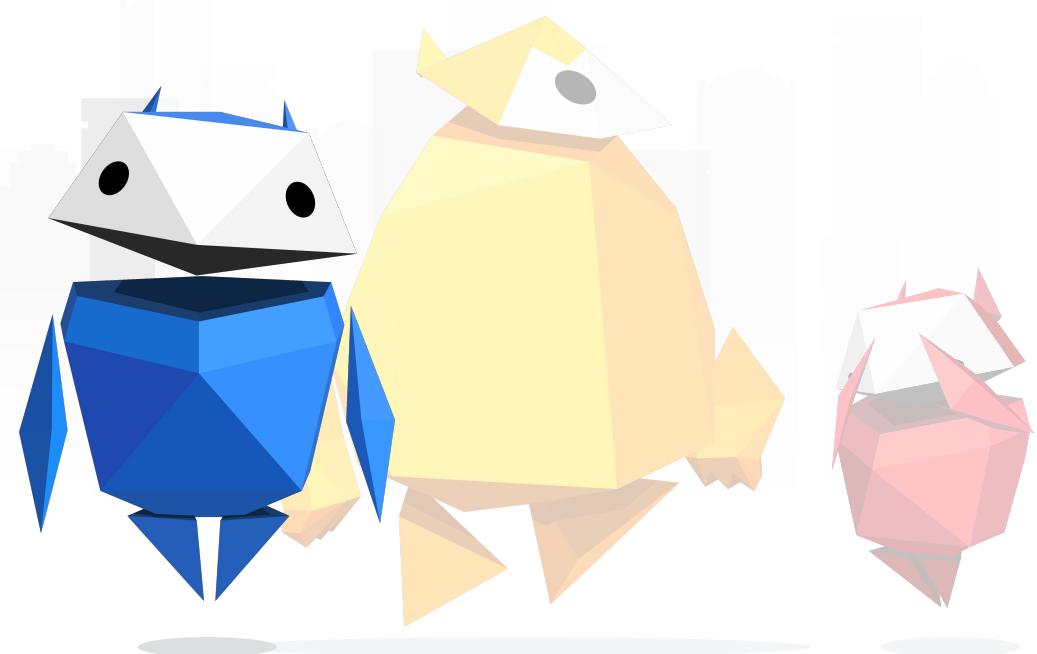
**Can you name
the types?**

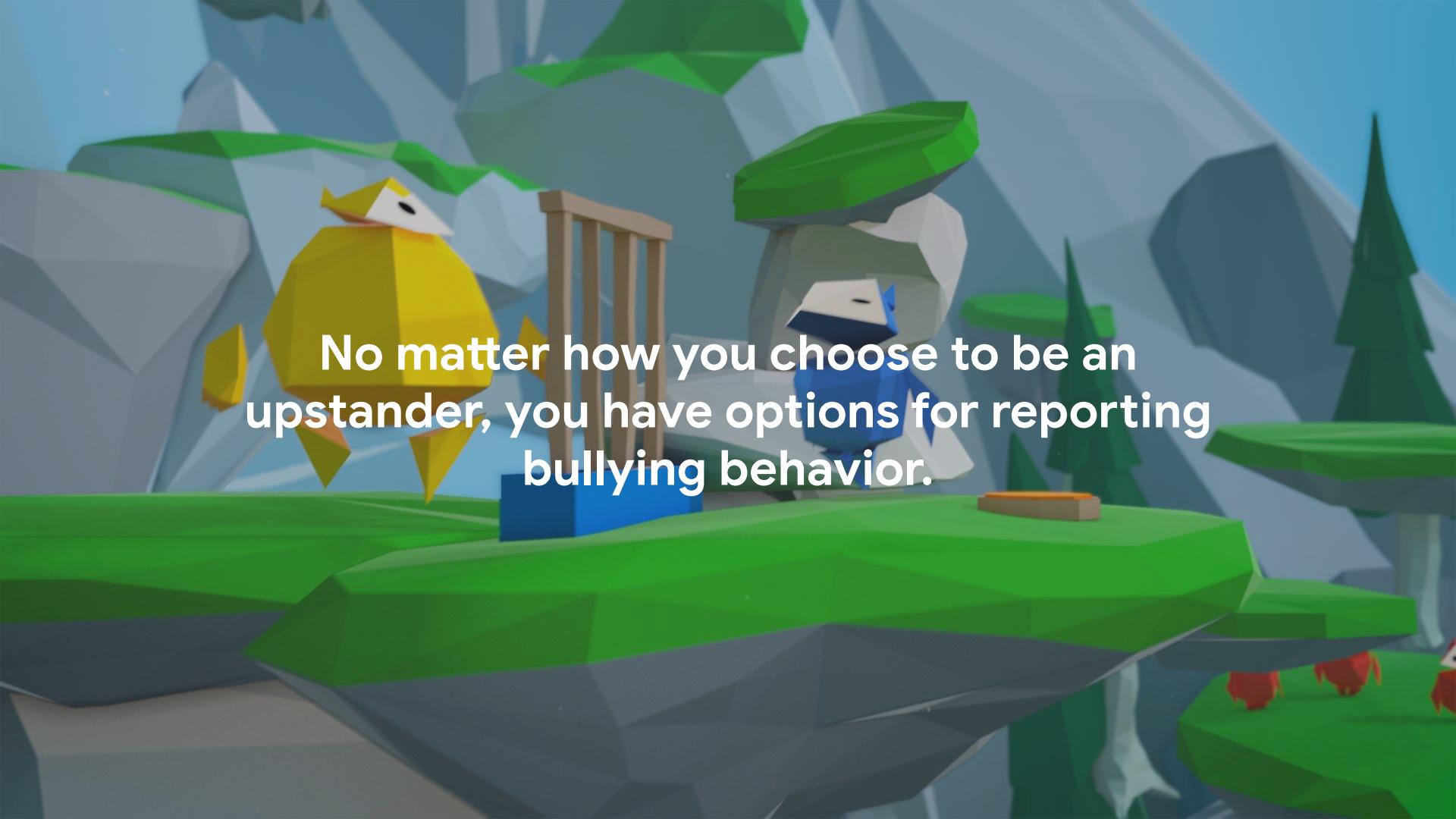


What can an upstander
do to stand up for
others **publicly**?



What can an upstander
do to stand up for
others **privately**?



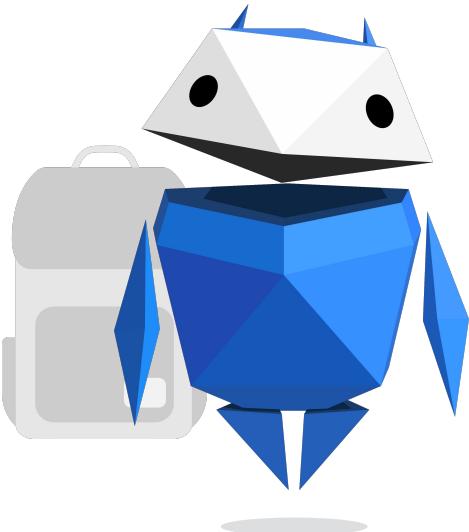


No matter how you choose to be an upstander, you have options for reporting bullying behavior.



Activity!

Upstander options

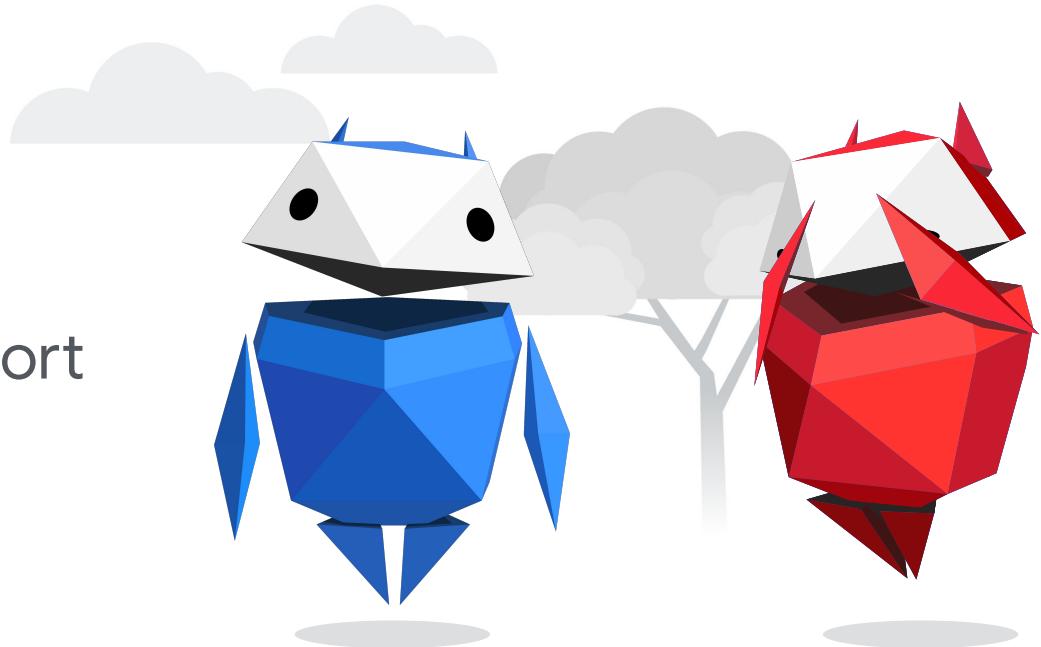


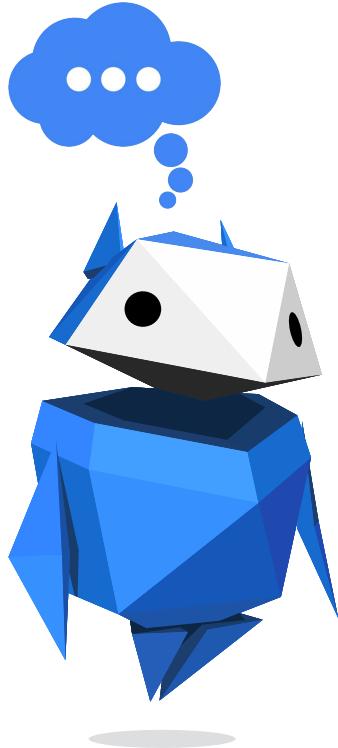
Begin Student-Paced Mode

Students, pair up according to
your teacher

Practice

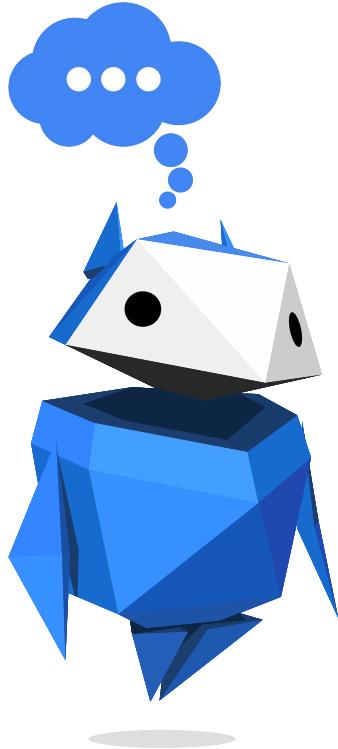
Private and public support
of a bullying target.





What can an upstander do to stand up for this student **privately**?

A student posts a video of themselves singing a cover to a famous pop artist's song. Other students start posting mean comments under the video. What do you do to support the student who posted the video?



What can an upstander do to stand up for this student **publicly**?

A student posts a video of themselves singing a cover to a famous pop artist's song. Other students start posting mean comments under the video. What do you do to support the student who posted the video?



Takeaways

**What is the most important
thing you learned in this session?**

Be Internet Awesome.

LESSON 5

When In Doubt, Talk It Out

ACTIVITY 1

When to get help



Activity Goals

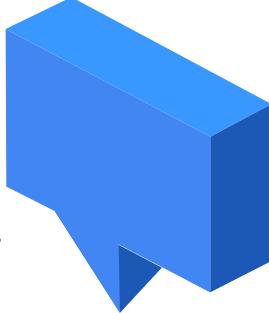


Recognize
that seeking help for oneself
or others is a sign of strength



Think out loud together
about situations where talking it out
can really help

Let's
talk.



When to get help

Look at the scenarios. Write about one that happened to you. Did you want to tell an adult? Did you get help?

- You had this feeling that your account may have been compromised.
- You needed help remembering a password.
- You were unsure whether something was a scam, or thought you might have fallen for one.
- Someone tried to discuss something online with you that made you uncomfortable.
- You received a creepy message or comment from a stranger.
- You wanted to discuss something someone said online that was really nice OR really mean.

- You were concerned you may have shared something online you shouldn't have (only tell us what it was if you feel comfortable sharing that, but even if you don't, tell us what you did about it).
- You saw a peer being hurtful to another student online.
- You saw someone threatening to start a fight or harm someone.
- Someone posted a fake profile about another student.
- You were concerned about another student because of something they posted or texted.



Takeaways

**In one minute, write the
most important thing
you learned from
today's lesson.**



The End.

LESSON 5

When In Doubt, Talk It Out

ACTIVITY 1

When to get help



Be Internet Awesome.

LESSON 5

When In Doubt, Talk It Out

ACTIVITY 2

Report it online, too



Activity Goals

-  **Grow awareness**
of online tools for reporting abuse
-  **Consider**
when to use them
-  **Talk about**
why and when to report
behavior or individuals

Let's
talk.



How to report

How else can you report mean or inappropriate content?

When you see meanness or inappropriate content online, what are ways you can report it?

What about screenshots?

Why might it be good to take a screenshot of harmful content before reporting it?

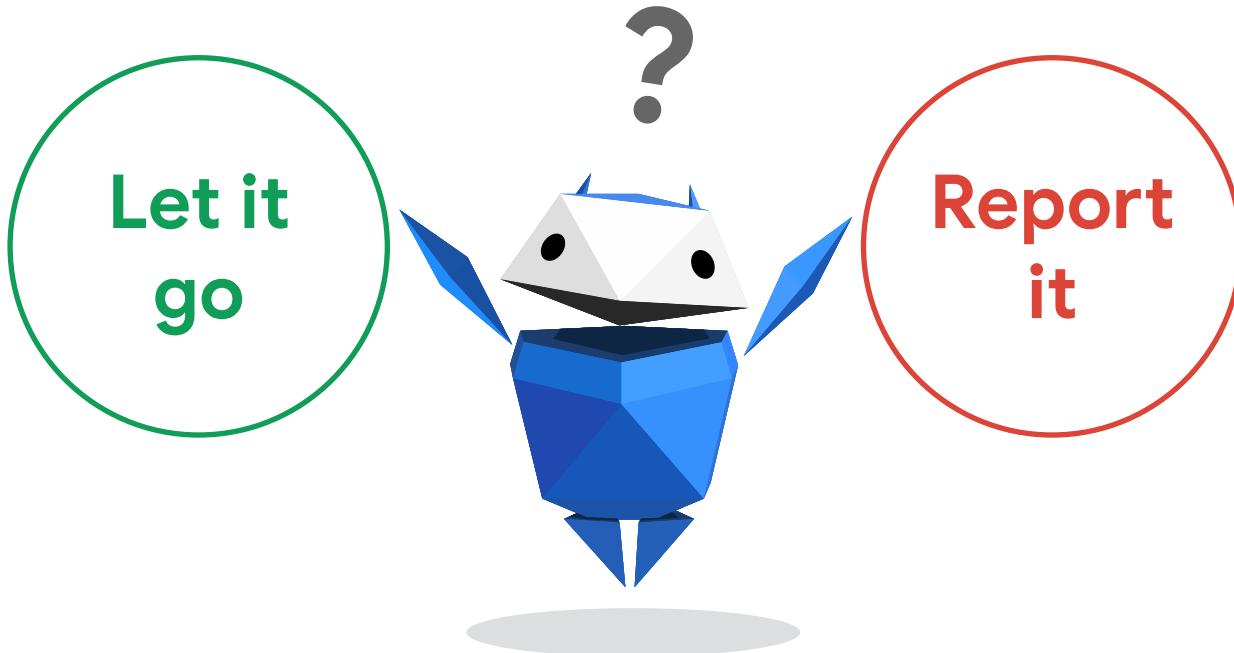


Activity!

Should I report it?

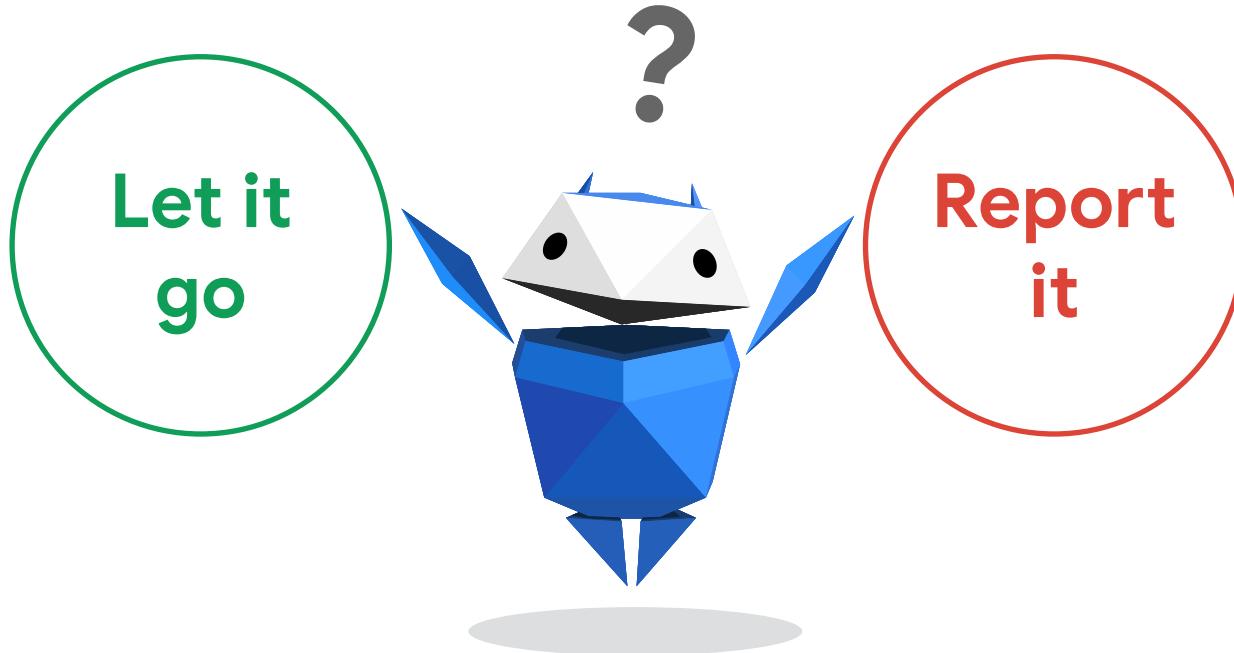
Scenario 1

A student posts a group photo in a public account, and you hate the way you look in it. Would you report that photo or not? How can you respond?



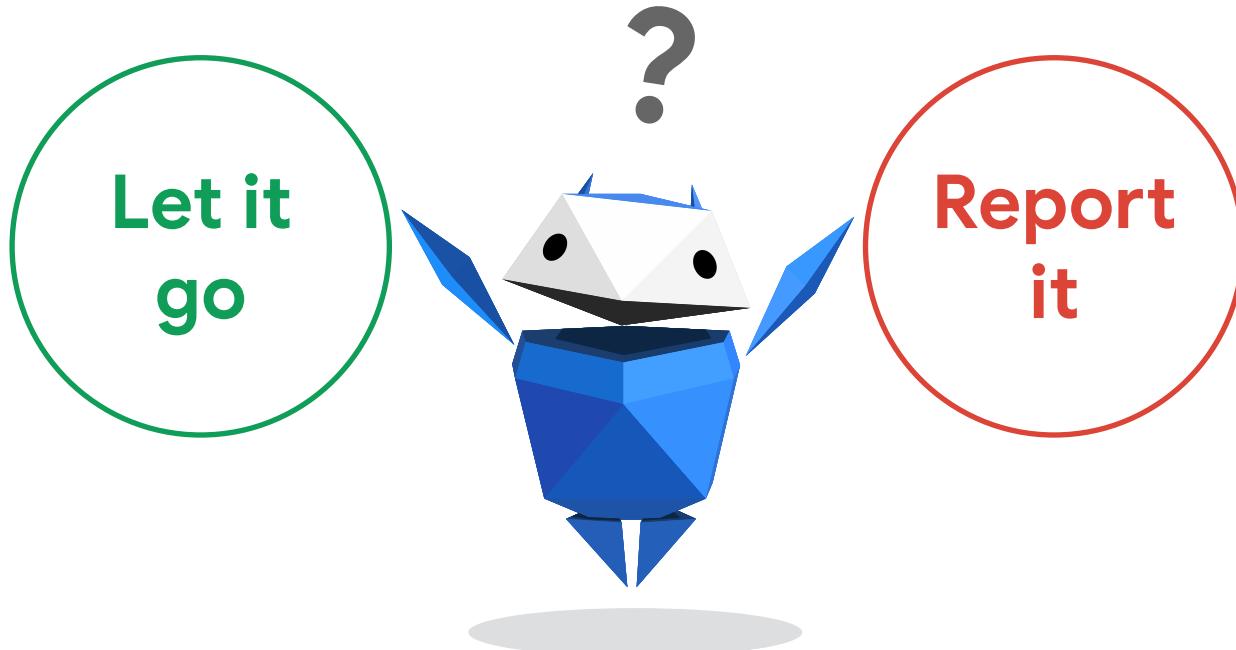
Scenario 2

Someone creates an account of a student you know using their name and photo. They made the photo into a joke by turning it into a meme, drawing a moustache and other weird facial features on it. Would you report the account or not?



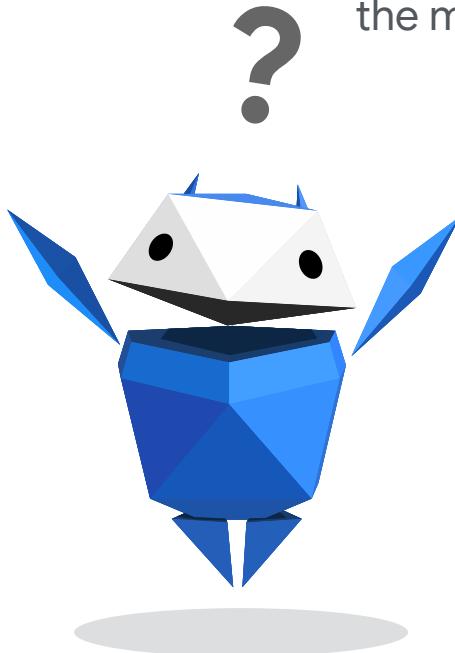
Scenario 3

Someone posts lots of mean comments about a student in your school without using their name, but you have a feeling you know who it is.
Would you report those comments or not?



Scenario 4

A student creates an account with your school's name in the screen name and posts students' photos with comments that everybody hears about. Some of the comments are mean to students, some are complements. Do you report the mean comments, the whole account, or let it go?



Let it go

Report
mean
comments

Report
both

The End.

LESSON 5

When In Doubt, Talk It Out

ACTIVITY 2

Report it online, too

