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## NAVIGATION MENU:

### Page 0.1:

Heading: "#TECHITOFF"

**\*\*SEARCH BAR\*\***

Photos (Left):

Photo 12.1

Caption: "WELCOME TO OUR HOUR"

Photo 12.2

Caption: "ABOUT"

Photo 12.3

Caption: "BLOG"

Photo 12.4

Caption: "CYBERBULLYING + ABUSE"

Photo 12.5

Caption: "TECH ADDICTION"

Photo 12.6

Caption: "CYBERCRIME NEWS"

Photo 12.7

Caption: "TIPS FOR TEENS"

Photo 12.8

Caption: "SCHOOLS + PARENTS"

Photo 12.9

Caption: "CORPORATE PARTNERS"

Photo 12.11

Caption: "CONTACT US"

Photo 12.12

Caption: "YES AND NO NO GIRLS"

## TECH ADDICTION:

### Page 1:

Heading: "TECH ADDICTION"

Photo 1.0 (Large, Left)

Copy (left): "Recent research has shown how overuse of tech may be detrimental to how our brains function and develop. 83% of 18-34 year-olds sleep with their smart phones, and 32% of 18-24 year olds check social media from the bathroom: it's clear that these days, tech isn't just a hobby—it's a lifestyle."

Photo 1.1 (small right, top left)

Caption: "SLEEP"

Photo 1.2 (small right, bottom left)

Caption: "MULTITASKING"

Photo 1.3 (small right, top middle)

Caption: "DESENSITIZATION"

Photo 1.4 (small right, bottom middle)

Caption: "STRESS + DEPRESSION"

Photo 1.5 (small right, center right)

Caption: "ADDICTION"

#### Page 1.1:

Heading: "SLEEP"

Photo 12.5 (top right)

Copy (top right): "TECH ADDICTION"

Photos (Left):

Photo 1.1 (Large, top)

Photo 1.2 (Small, bottom)

Caption: "MULTITASKING"

Photo 1.3

Caption: "DESENSITIZATION"

Photo 1.4

Caption: "STRESS + DEPRESSION"

Photo 1.5

Caption: "ADDICTION"

Copy (right): "Forty-five percent of US adolescents aren't getting enough sleep—47% of US adolescents own smart phones. We think this is more than just coincidence. According to Dr. Randy Buckner, a cognitive neuroscientist at Harvard University, the light emitted from our technology offsets our circadian clocks and messes with our sleep cycles, which we need in order to get full, restorative sleep. It's the difference between waking up to chirping birds and sweet sunshine vs. slamming the snooze button on your alarm and pretending you aren't already fifteen minutes late. Inadequate sleep has been linked to poor academic performance, mood disorders, impaired social relationships, substance abuse and even *suicide*—so with the stakes that high, we'd say it's time to give your brain a break and keep the bed a tech-free zone. What do you think?"

#### Page 1.2:

Heading: "MULTITASKING"

Photo 12.5 (top right)

Copy (top right): "TECH ADDICTION"

Photos (Left):

Photo 1.2 (Large, top)

Photo 1.1 (Small, bottom)

Caption: "SLEEP"

Photo 1.3

Caption: "DESENSITIZATION"

Photo 1.4

Caption: "STRESS + DEPRESSION"

Photo 1.5

Caption: "ADDICTION"

Copy (right) : "But mom, I work *better* with the TV on," right? Wrong. Cell phone in one hand, computer in the other, television on in the background *and* a textbook somewhere in between. This is what we call multitasking and, according to Stanford psychology professor Clifford Nass, it's changing our brains for the worse.

\*hyperlink: "changing our brains for the worse" to <http://www.npr.org/2013/05/10/182861382/the-myth-of-multitasking>

\*

According to Nass's research, those who consistently multitask suffer a number of deficits—they can't filter out irrelevancy, their working memory is shot, and they're always distracted. In short, people who multitask are inefficient.

When we process a stimulus, our brain engages sections that are relevant to that stimulus. But when we rapidly switch back and forth between multiple stimuli, it becomes difficult for our brain to differentiate between which sections are needed when. As a result, our brain begins to enlist sections that are irrelevant to the task at hand. This may be why, for example, if you are used to listening to the radio while driving, you are more prone to notice when you're in a car and there is no music playing. Your brain has automatically initiated your Auditory Cortex (the section that processes sound) without the presence of any actual sound.

Your brain is focused on things that *aren't there*—which makes it more difficult to focus on what's right in front of you! And here's the real kicker—the more you multitask, the more difficult it is for your brain to recover.

So what do you think? Do you really need to listen to music check your facebook page every five minutes while writing that history paper? Or are you ready to focus and get the job done right?"

Page 1.3:

Heading: "DESENSITIZATION"

Photo 12.5 (top right)

Copy (top right): "TECH ADDICTION"

Photos (Left):

Photo 1.3 (Large, top)

Photo 1.1 (Small, bottom)

Caption: "SLEEP"

Photo 1.2

Caption: "MULTITASKING"

Photo 1.4

Caption: "STRESS + DEPRESSION"

Photo 1.5

Caption: "ADDICTION"

Copy (right): "The great thing about the Internet is that you can post whatever you want, whenever you want, and anyone can read it. Wait, let me take that back—it could actually be the worst thing—in fact, it is potentially the reason why today's youth can seem completely desensitized and apathetic. Similarly to how we fear violent video games will desensitize children from acting out physically, language used online can impact how children express themselves verbally.

In a 2013 study performed by the Associated Press NORC center for Public Affairs Research and MTV, 53% of teens and young adults reported to seeing or hearing people using discriminatory language while browsing social networking sites like Facebook or Twitter. Slurs and insults are tossed around casually, in jokes or comments or even in extensive rants **\*hyperlink: "extensive rants" to [http://www.huffingtonpost.com/2011/03/15/alexandra-wallace-receive\\_n\\_835949.html](http://www.huffingtonpost.com/2011/03/15/alexandra-wallace-receive_n_835949.html)** \* intended to be funny or increase a user's viewership.

There is a growing mentality that ignores the effects of hateful speech and action, isolating groups and encouraging teens to use ignorant, offensive words in order to gain popularity from their peers. This sort of insensitive and crass language is not only damaging to marginalized communities, but also to the speakers, themselves."

**Page 1.4:**

Heading: "STRESS + DEPRESSION"

Photo 12.5 (top right)

Copy (top right): "TECH ADDICTION"

Photos (Left):

Photo 1.4 (Large, top)

Photo 1.1 (Small, bottom)

Caption: "SLEEP"

Photo 1.3

Caption: "DESENSITIZATION"

Photo 1.2

Caption: "MULTITASKING"

Photo 1.5

Caption: "ADDICTION"

Copy (right) : "In a 2012 survey **\*\* hyperlink "2012 survey" to <http://www.apa.org/news/press/releases/stress/2012/generations.aspx>** **\*\*** by the American Psychology Association, millennials (those age 18-33) were found to report higher stress levels than any generation preceding them and, what's worse, over one-third of millennials reported they felt their stress levels

had only gotten higher in the past year. So why is everyone feeling so stressed? We think it may have something to do with overuse of tech.

And we're not the only ones—in a 2012 study [\\*\\* hyperlink “2012 study” to http://www.cbsnews.com/news/facebook-may-cause-stress-study-says/](http://www.cbsnews.com/news/facebook-may-cause-stress-study-says/) [\\*\\*](#) by the University of Edinburgh Business School, it was suggested that the more friends someone has on social media, the more anxious they are. And it makes sense—now, rather than merely fearing judgment from their peers, people face criticism from the entire online world. With about 39% of the global population plugged in to the Internet, that's a *lot* of people.

And it's not just the scrutiny that's making people upset: a recent study [\\*\\*hyperlink “recent study” to: http://www.wjh.harvard.edu/~dtg/KILLINGSWORTH & GILBERT \(2010\).pdf](http://www.wjh.harvard.edu/~dtg/KILLINGSWORTH%20%26%20GILBERT%20(2010).pdf) [\\*\\*](#) compared mind-wandering to overall happiness, and found that people were significantly less happy when their minds were preoccupied—so when we spend all of our time wondering about who's commented on our last Facebook status or who didn't like our last Instagram post, our mind is wandering rather than enjoying what's happening right in front of us. Technology may make us more aware and may increase our span, but technology is also preventing us from appreciating our lives as they are—it's the stress of living up to your mother's expectations vs. the stress of living up to the *world's* expectations—which one seems easier to manage?”

#### Page 1.5:

Heading: “ADDICTION”

Photo 12.5 (top right)

Copy (top right): “TECH ADDICTION”

Photos (Left):

Photo 1.5 (Large, top)

Photo 1.1 (Small, bottom)

Caption: “SLEEP”

Photo 1.3

Caption: “DESENSITIZATION”

Photo 1.2

Caption: “MULTITASKING”

Photo 1.4

Caption: “STRESS + DEPRESSION”

Copy (right) : “Technology Addiction has been a hot topic [\\*\\* hyperlink “hot topic” to: https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=tech%20addiction](https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=tech%20addiction) [\\*\\*](#) these days--and this phenomenon isn't restricted to the US. In a recent study [\\*\\*hyperlink “recent study” to http://theworldunplugged.wordpress.com/](http://theworldunplugged.wordpress.com/) [\\*\\*](#) performed by The World Unplugged, nearly 1,000 students in ten countries on five continents were asked to abstain from using all media for one full day in an effort to measure the

legitimacy of technology addiction—that means no smart phones, no computers, no Facebook, no nothing.

The students were then asked to reflect on their experience, and while this task may sound easy to some of you, it certainly was no ‘day off’ for these tech addicts. They express feelings of anguish and anxiety; students couldn’t sleep, they couldn’t focus, and some of them couldn’t even make it a full twenty-four hours without giving up and checking their media. Compare these signs \*\*

hyperlink “signs” to:

[http://www.medicalnewstoday.com/info/addiction/signs-of-](http://www.medicalnewstoday.com/info/addiction/signs-of-addiction.php)

[addiction.php](http://www.medicalnewstoday.com/info/addiction/signs-of-addiction.php) \*\* of addiction to these reflections \*\*hyperlink “reflections” to:

<http://theworldunplugged.files.wordpress.com/2010/12/addiction-grid-new.pdf> \*\* and see for yourself.

## ABOUT:

### Page 2:

Heading: “ABOUT”

Photos:

VIDEO 1 (Large, left)

Photo 2.1 (small right, left top)

Caption: “ABOUT TECH IT OFF”

Photo 2.2 (small right, center bottom)

Caption: “ABOUT INTRALINK GLOBAL”

Photo 2.3 (small right, right top)

Caption: “QUESTIONS”

### Page 2.1:

Heading: “ABOUT TECH IT OFF”

Photo 12.2 (top right)

Copy (top right): “ABOUT”

Photos (Left):

Photo 2.1 (Large top)

Photo 2.2 (small bottom)

Caption: “ABOUT INTRALINK GLOBAL”

Photo 2.3 (small bottom)

Caption: “QUESTIONS”

Copy (right): “Tech It Off is a global movement designed to turn on the world to better technology values. This movement:

- educates people to adopt a new tech value system and turn on to a better technology world.
- invites people to collectively turn off their technology

for...one hour, same time, same day each year in celebration of their commitment to change.

- motivates people to discover the productive benefits of positive technology use, relaxing, socializing, and even meditating.
- creates a central hub where technology abuses are catalogued so schools and other youth organizations can be alerted to the prevalence of online abuse
- encourages people to take action beyond the hour”

**Page 2.2:**

Heading: “ABOUT INTRALINK GLOBAL”

Photo 12.2 (top right)

Copy (top right): “ABOUT”

Photos (Left):

Photo 2.2 (Large, top)

Photo 2.3 (small, bottom)

Caption: “QUESTIONS”

Photo 2.1 (small, bottom)

Caption: “ABOUT TECH IT OFF”

Copy (right): “IntraLink Global \*\* hyperlink “IntraLink Global” to:

<http://www.intralinkglobal.com> \*\* is a Technology-Driven Content firm. Our focus is marketing, which in today’s society means utilizing technology and social networking platforms. As part of the tech world, we have been exposed to significant research regarding the effects technology can have if and when used improperly. This wealth of information is important, and we feel obligated to share what we’ve learned with the population at large.

We’d like to help others engage with technology in a way that is safe and healthy. We look at this the same way we look at working out—exercise is good for you, but if you don’t take the time to learn the proper stretches and warm-ups, you’ll end up with an injury. Technology requires the same foresight.

Tech It Off is our corporate social responsibility initiative. We strongly feel that anyone who is marketing to consumers should join in our efforts to create a better technology world, and invite others \*\* hyperlink “invite others” to the **Corporate Partnerships Page 9** \*\* to proactively engage in our movement.”

**Page 2.3:**

Heading: “QUESTIONS”

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right) : (as laid out in PDF file)

Q1: "What do you mean by "Better Technology World"?"

Q2: "Where are you getting your statistics from?"

Q3: "How do I keep updated on what's going on?"

Q4: "What's wrong with social media?"

Q5: "Why should I "Tech It Off"?"

Q6: "Can I be arrested for what I do online?"

Q7: "Why should I care if people are mean online?"

Q8: "How can we stop online bullying?"

Q9: "How can I help create a "Better Technology World"?"

Q10: "Is technology bad?"

Q11: "How do schools fit in?"

Q12: "What can parents do to educate their children?"

### Page 2.31:

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q1: "What do you mean by "Better Technology World"?"

A1: "For us, a "Better Technology World" means two things:

1. A world where the internet is safe—for everyone: we're calling to end cyberbullying, slurs and offensive language, cybersexting, cyberstalking, and anything else that can bring harm to others or to *yourself*.
2. You control the technology—not the other way around: We envision a world where your worth isn't measured in "likes". A world where your time isn't spent glued to the screen, waiting for a new text or social media notification. Tech Addiction \*\* hyperlink "Tech Addiction" to Tech Addiction > Addiction Page 1.5 \*\* is a very serious, very real thing, and we feel it's time we Tech Back Control



over our IT gadgets.

We believe that, by working together, we can create a technology world that's good for us—both mentally and physically.”

**Page 2.32:**

Heading: “QUESTIONS”

Photo 12.2 (top right)

Copy (top right): “ABOUT”

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: “ABOUT TECH IT OFF”

Photo 2.2 (Small, bottom)

Caption: “ABOUT INTRALINK GLOBAL”

Copy (right, in box):

Q2: “Where are you getting your statistics from?”

A2: “All of our statistics are from the most up-to-date reports from established, reputable organizations that get information directly from kids like *you*. If you're unsure, check our stats in Google! The reports we use are easily accessible and available to everyone on the web.”

**Page 2.33:**

Heading: “QUESTIONS”

Photo 12.2 (top right)

Copy (top right): “ABOUT”

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: “ABOUT TECH IT OFF”

Photo 2.2 (Small, bottom)

Caption: “ABOUT INTRALINK GLOBAL”

Copy (right, in box):

Q3: “How do I keep updated on what's going on?”

A3: “We do our best to keep our site updated with the most recent research—but for day-to-day updates, check out our Tech It Off blog. \*\*  
hyperlink “Tech It Off blog” to Blog Page 6 \*\* Parents and Educators can  
also join our e-mail list \*\* hyperlink “join our e-mail list to Schools +  
Parents> Join Our E-mail List Page 7.3 \*\* for global updates on  
cyberbullying news and tips for how address online abuse.”

**Page 2.34:**

Heading: “QUESTIONS”

Photo 12.2 (top right)

Copy (top right): “ABOUT”

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: “ABOUT TECH IT OFF”

Photo 2.2 (Small, bottom)

Caption: “ABOUT INTRALINK GLOBAL”

Copy (right, in box):

Q4: “What’s wrong with social media?”

A4: “Nothing—in fact, we think social media is an amazing way to connect, build communities, and celebrate your interests. However, we do feel there’s room for improvement in the *ways we use* Social Media.

Connecting with strangers, sharing revealing pictures, and posting offensive or cruel messages aren’t just dangerous behaviors for the people around you—they can be dangerous for *you*, too! We’d like to see social media reach it’s full potential, and that means safe, considerate, and careful online behavior. Check out what the Yes and No No Girls have to say **\*\* hyperlink “Check out what the Yes and No No Girls have to say” to Yes and No No Girls Page 11 \*\*** about tech etiquette.”

**Page 2.35:**

Heading: “QUESTIONS”

Photo 12.2 (top right)

Copy (top right): “ABOUT”

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: “ABOUT TECH IT OFF”

Photo 2.2 (Small, bottom)

Caption: “ABOUT INTRALINK GLOBAL”

Copy (right, in box):

Q5: “Why should I “Tech It Off”?”

A5: “When we ask you to “Tech It Off”, what we’re really asking you to do is take a moment and think about whether or not you engage with technology in a healthy and productive way. Our hour is not about abandoning technology altogether, but committing to a healthy tech lifestyle and having the power and will to survive an hour without checking in, tuning in, or plugging in. Think of Tech It Off Hour as a challenge—are you up for it? Look to the Welcome to Our Hour **\*\* hyperlink “Welcome to Our Hour” to Welcome to Our Hour Page 5 \*\*** section for fun ways to Tech It Off and turn on to a better technology world.”

**Page 2.36:**

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q6: "Can I be arrested for what I do online?"

A6: "Yes, you can — and when your crime is on a webpage for the world to see (or even just your Facebook friends list), you'll be caught red-handed. Online, there's little room for denial — so be careful what you post! It may come back to bite you. If you don't believe us, check out our CyberCrime News **\*\* Hyperlink "Cybercrime News" to Cybercrime News Page 4 \*\*** section and read the stories of teens whose choices online landed them in court!

That being said, getting arrested isn't the only punishment you can face for your misdeeds online—colleges and employers also base their decisions around your online identity, so if you're wondering why you didn't get that job you were shooting for, check your social media profiles—the answer may be right in front of you."

**Page 2.37:**

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q7: "Why should I care if people are mean online?"

A7: "Online bullying brings schoolyard taunting into our homes — bullies can reach their victims anywhere, anytime, and completely under the radar because it happens through the screen of your phone or computer instead of through visible gestures. The victims are your peers—your friends, your family, classmates, roommates, Facebook friends, Instagram followers, and everyone in between! Bullying affects EVERYONE, whether you know about it or not. For more information on how serious the consequences of

cyberbullying can be, check out the 'Our Movement, Their Stories' \*\*  
Hyperlink " 'Our Movement, Their Stories' " to Cyberbullying + Abuse >  
Our Movement, Their Stories Page 3.2\*\* section under Cyberbullying and  
Abuse. \*\* Hyperlink Cyberbullying and Abuse" to Cyberbullying + Abuse  
Page 3\*\* "

#### Page 2.38:

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy:

Q8: "How can we stop online bullying?"

A8: "The fight to end online bullying starts and ends with you — instead of posting, sharing, or commenting cruel and insensitive messages, participating in exclusive groups or even standing idly by and watching others mistreat one another, become an advocate for positivity. Check out our #techitforwardgame \*\* Hyperlink "#techitforwardgame" to Welcome to our Hour > Games > Tech It Forward Page 5.22\*\* , share your story \*\* Hyperlink "share your story" to Cyberbullying + Abuse > Share Your Story Page 3.32\*\* to let kids know they are not alone, or log any online abuse \*\* Hyperlink "log any online abuse" to Cyberbullying + Abuse > Log it: Report Online Abuse Page 3.4\*\* that you witness so educators and parents can stay informed and equipped on how to serve as a resource for victims of cyber abuse. Be sure to also check out our friends at stopbullying.gov for further resources on how to handle bullies both online and in the schoolyard. We believe that if we all work together, we can put an end to cyberbullying. Are you up for the challenge?"

#### Page 2.39:

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q9: "How can I help create a "Better Technology World"?"

A9: "This is a campaign that belongs to everyone — teens, parents, educators, and corporations alike — and there are *tons* of ways for you to join the Tech It Off movement! Check out our Tips for Teens [\\*\\* Hyperlink "Tips for Teens" to Tips For Teens Page 10\\*\\*](#) section for the do's and don'ts of internet safety, and spread the word about our site to help others access the resources that we and our collaborative partners provide.

To bring Tech It Off into your home, check out the "Downloadables" [\\*\\* Hyperlink "Downloadables" to Welcome To Our Hour > Downloadables Page 5.3\\*\\*](#) in the Welcome to Our Hour [\\*\\* Hyperlink "Welcome to Our Hour" to Welcome To Our Hour Page 5\\*\\*](#) section. Why not put a "Tech Free Zone" sign by the dinner table, or post one of our infographics up in the classroom? Share your experiences in the Share Your Stories [\\*\\* Hyperlink "Share Your Stories" to Cyberbullying + Abuse > Share Your Story Page 3.32\\*\\*](#) section, or host your own "Tech It Off" Hour celebration! Our site is full of interactive tools to help you join the movement—take a look around and see all we have to offer!"

Page 2.40:

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q10: "Is technology bad?"

A10: "Absolutely not. We think contemporary technology is one of the most productive, efficient, and beneficial products of the modern world — we can't wait to see what's next! In fact, "Tech It Off" exists because we are so in awe of technology — we see a lot of potential in the online world, and we want to ensure that we interact with tech in the best way possible. Tech It Off isn't a call to end technology, but rather an effort to maximize technology to reach it's full potential."

**Page 2.41:**

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q11: "How do schools fit in?"

A11: "We feel that schools and educators have the potential to be significant influencers in the effort to create a better tech world—and the earlier they can educate kids and teenagers on the importance of safe tech use, the better. In the "Models and Tips for Schools" [Hyperlink "Models and Tips for Schools" to Schools + Parents > Models + Tips for Schools Page 7.1 \\*\\*](#) section under Schools + Parents [Hyperlink "Schools + Parents" to Schools + Parents Page 7 \\*\\*](#), you'll find suggestions about how to handle tech use in your school, directions on how to incorporate safe tech use into your curriculum, as well as an opportunity to share what's working for you [Hyperlink "share what's working for you" to Schools + Parents>Share What Works Page 7.4 \\*\\*](#) — and have your input featured on our site!"

**Page 2.42:**

Heading: "QUESTIONS"

Photo 12.2 (top right)

Copy (top right): "ABOUT"

Photo 2.3 (Large, top)

Photo 2.1 (Small, bottom)

Caption: "ABOUT TECH IT OFF"

Photo 2.2 (Small, bottom)

Caption: "ABOUT INTRALINK GLOBAL"

Copy (right, in box):

Q12: "What can parents do to educate their children?"

A12: "Safe tech use, much like anything else, starts at home. Parental involvement is crucial in the effort to end online abuse and promote healthy technology engagement, and encourage parents to engage with local school officials in order to form a united front both at home and in the classroom. We think the best way to help our children as parents is to stay aware and communicate. Click around our site to get informed, then check out the Schools + Parents [Hyperlink "Schools + Parents" to Schools +](#)

Parents Page 7 \*\* section for models and tips [Hyperlink “models and tips”](#)  
to Schools + Parents> Models + Tips for Parents Page 7.2 \*\* or to share  
any tips \*\* [Hyperlink “share any tips”](#) to Schools + Parents>Share What  
Works Page 7.4 \*\* you may have!”

## CYBERBULLYING + ABUSE:

### Page 3:

Heading: “CYBERBULLYING + ABUSE”

Photo 3.0 (Large, left)

Photo 3.1 (small right, top left)

Caption: “TYPES OF ONLINE ABUSE”

Photo 3.2 (small right, bottom left)

Caption: “OUR MOVEMENT, THEIR STORIES”

Photo 3.3 (small right, top right)

Caption: “SHARE YOUR STORY”

Photo 3.4 (small right, bottom right)

Caption: “LOG IT: REPORT ONLINE ABUSE”

### Page 3.1

Heading: “TYPES OF ONLINE ABUSE”

Photo 12.4 (top right)

Copy (top right): “CYBERBULLYING+ABUSE”

Photo 3.1 (Large, left)

Copy (left): “Over the past decade, cyberbullying has made headlines—a new avenue for humiliation and victimization in teens that can be executed completely behind the scenes, without uttering a word. But it’s not just cyberbullying that’s putting online teens at risk—in fact, there are a number of ways unsuspecting Internet users are targeted online. Consider this your guide to cyberbullying, online abuse, and everything in between.”

Photo 3.11 (Small right, top left)

Caption: “CYBERBULLYING”

Photo 3.12 (Small right, middle left)

Caption: “CYBERSTALKING”

Photo 3.13 (Small right, bottom left)

Caption: “PRANKING”

Photo 3.14 (small right, top right)

Caption: “CYBERSEXTING”

Photo 3.15 (small right, bottom right)

Caption: “STRANGER DANGER”

### Page 3.11

Heading: “CYBERBULLYING”

Photo 12.4 (top right)

Copy (top right): “TYPES OF ONLINE ABUSE”

Photos (left):

Photo 3.11 (Large, top)

Photo 3.12 (small bottom left)

Caption: “CYBERSTALKING”

Photo 3.13 (small bottom)

Caption: “PRANKING”

Photo 3.14 (small bottom)

Caption: “CYBERSEXTING”

Photo 3.15 (small bottom right)

Caption: “STRANGER DANGER”

Copy (right): “Cyberbullying is the practice of taking in-person taunting, teasing, humiliation and harassment to digital mediums—this means cell phones, text messages, social media sites, email, phone apps—anything you can access through a phone, computer, or tablet or on the World Wide Web. There are a number of ways in which people can be victimized online. Check the list below so you can identify and address the different methods of cyberbullying:

Flaming: fighting online—sending angry, vulgar, or just plain mean messages back and forth to one another in an online group or through a private message.

Harassment: repeatedly sending nasty, mean, and insulting messages to someone online.

Denigration: online slander—spreading gossip and rumors about someone through online posts or messages with the intention of damaging his or her reputation or ruining his or her friendships.

Impersonation: pretending to be someone else and sending or posting material to get that person into trouble, damage their reputation, or ruin their friendships.

Outing: sharing someone’s secrets or embarrassing information/images online without their consent.

Trickery: Talking someone into revealing secrets or embarrassing information/images online.

Exclusion: intentionally and cruelly excluding someone from an online group.”

**Page 3.12**

Heading: “CYBERSTALKING”



Photo 12.4 (top right)

Copy (top right): "TYPES OF ONLINE ABUSE"

Photos (left):

Photo 3.12 (Large, top)

Photo 3.13 (small bottom left)

Caption: "PRANKING"

Photo 3.14 (small bottom)

Caption: "CYBERSEXTING"

Photo 3.15 (small bottom)

Caption: "STRANGER DANGER"

Photo 3.11 (small bottom right)

Caption: "CYBERBULLYING"

Copy (right): "Cyberstalking is the online transmission of repeated, intense harassment and denigration that includes threats or creates fear."

While this definition may sound very similar to some of the definitions listed in our Cyberbullying [\\*\\* hyperlink "Cyberbullying" to Cyberbullying page 3.11 \\*\\*](#) section, cyberstalking behavior is much more maleficent, and involves more thorough and obsessive behaviors.

Cyberstalking includes a particular obsession with the target—rather than just torment their target, cyberstalkers wish to assert power over their target and force them into some sort of submission. Typically, cyberstalkers will observe their target through multiple mediums from multiple vantage points—a target's main page, for example, as well as pages they frequently comment on, their friends/family's pages, and on various accounts. They are focused, strategic, and manipulative."

### Page 3.13

Heading: "PRANKING"

Photo 12.4 (top right)

Copy (top right): "TYPES OF ONLINE ABUSE"

Photos (left):

Photo 3.13 (Large, top)

Photo 3.14 (small bottom left)

Caption: "CYBERSEXTING"

Photo 3.15 (small bottom)

Caption: "STRANGER DANGER"

Photo 3.11 (small bottom)

Caption: "CYBERBULLYING"

Photo 3.12 (small bottom right)

Caption: "CYBERSTALKING"

Copy (right): "Pranking is uploading content online that is intended to humiliate, shame, or demean the victim. This could include sharing an

altered photograph, videos or photos that include someone being physically or verbally assaulted, or convincing someone into sharing embarrassing information (ref. 'Trickery') \*\* hyperlink " 'Trickery' " to Cyberbullying page 3.11 \*\* without their consent.

Some examples of pranking include the Happy Slapping epidemic that resulted in the death of an elderly London citizen \*\* hyperlink "the death of an elderly London citizen" to: <http://www.bbc.co.uk/news/uk-england-london-10737347> \*\* back in 2010 or, more recently, "Swatting," \*\* hyperlink " "Swatting," " to: <http://bc.ctvnews.ca/dangerous-hoax-swatting-brings-rcmp-to-richmond-home-1.2083742> \*\* in which a large group of police (or other authorities) are told to respond to an emergency in a location where nothing is actually happening."

### Page 3.14

Heading: "CYBERSEXTING"

Photo 12.4 (top right)

Copy (top right): "TYPES OF ONLINE ABUSE"

Photos (left):

Photo 3.14 (Large, top)

Photo 3.15 (small bottom left)

Caption: "STRANGER DANGER"

Photo 3.11 (small bottom)

Caption: "CYBERBULLYING"

Photo 3.12 (small bottom)

Caption: "CYBERSTALKING"

Photo 3.13 (small bottom right)

Caption: "PRANKING"

Copy (right): "Cybersexting is the sending or receiving of sexually explicit or suggestive images or videos online or through cell phones. It is especially important to note that the circulation or possession of sexually explicit photographs that feature minors (anyone under the age of 18) can be classified as child pornography in a United States federal court of law.

**Sexual Solicitations:** Requests to engage in sexual activities or sexual talk, give the person sexual information that was unwanted or, regardless of whether it was consensual or not, any sexual request or material made by an adult, sent to a minor.

**Aggressive Sexual Solicitations:** Sexual solicitations that involve offline contact with solicitor.

**Unwanted Exposure to Sexual Material:** Being exposed to nude or pornographic imagery without seeking or expecting sexual material during

an online session, while searching the web, or while opening emails/links in emails.”

### Page 3.15

Heading: “STRANGER DANGER”

Photo 12.4 (top right)

Copy (top right): “TYPES OF ONLINE ABUSE”

Photos (left):

Photo 3.15 (Large, top)

Photo 3.11 (small bottom left)

Caption: “CYBERBULLYING”

Photo 3.12 (small bottom)

Caption: “CYBERSTALKING”

Photo 3.13 (small bottom)

Caption: “PRANKING”

Photo 3.14 (small bottom right)

Caption: “CYBERSEXTING”

Copy (right): “Stranger Danger occurs when one interacts with anyone they’ve never met personally online. Remember when you were young and your parents taught you not to talk to strangers? The same rules apply online—especially when someone asks you for yours or another person’s personal information.

When you share someone’s personal information (phone numbers, addresses, school names, etc.) online without their consent and encourage offline contact, you’re putting that person at serious risk. Not only are they now accessible to a potentially malicious stranger, but they have no way to preemptively protect themselves from this person. Sharing your own personal information is dangerous enough—you don’t need to subject others to the consequences of your misdeeds.”

### Page 3.2

Heading: “OUR MOVEMENT, THEIR STORIES”

Photo 12.4 (top right)

Copy (top right): “CYBERBULLYING+ABUSE”

Photo 3.2 (Large, left)

Copy (Left): “Tech It Off is a global educational campaign that asks us to reevaluate how we engage with technology. The stories of Amanda Todd, Rebecca Sedwick, and Marcus Bielenberg ensure we never forget the importance of this movement.”

Photo 3.21 (Small right, top left)

Caption: “AMANDA TODD”

Photo 3.22 (Small right, bottom left)

Caption: "REBECCA SEDWICK"  
Photo 3.23 (Small right, middle right)  
Caption: "MARCUS BIELENBERG"

### Page 3.21

Heading: "AMANDA TODD"  
Photo 12.4 (top right)  
Copy (top right): "OUR MOVEMENT, THEIR STORIES"  
Photos (Left):

Photo 3.21 (Large, top)  
Photo 3.22 (small, bottom left)  
Caption: "REBECCA SEDWICK"  
Photo 3.23 (small, bottom right)  
Caption: "MARCUS BIELENBERG"

Copy (right): "Amanda Todd \*\* hyperlink "Amanda Todd" to: <https://www.youtube.com/watch?v=vOHXGNx-E7E> \*\*, a fifteen-year-old girl from the Vancouver area was coerced into exposing herself when communicating with a stranger she'd met online. When she ceased communication with him, he continued to solicit her to "put on a show" for him, blackmailed her, and distributed risqué images of her to her peers and classmates online. She quickly became the target of bullies, both online and in person, and created a now viral video that told her story and begged for help before taking her own life on October 10, 2012. Her case covers cyberstalking, a number of cyberbullying methods, and sexual solicitation."

### Page 3.22

Heading: "REBECCA SEDWICK"  
Photo 12.4 (top right)  
Copy (top right): "OUR MOVEMENT, THEIR STORIES"  
Photos (Left):

Photo 3.22 (Large, top)  
Photo 3.23 (small, bottom left)  
Caption: "MARCUS BIELENBERG"  
Photo 3.21 (small, bottom right)  
Caption: "AMANDA TODD"

Copy (right): "Rebecca Sedwick \*\* hyperlink "Rebecca Sedwick" to: [http://www.nytimes.com/2013/09/14/us/suicide-of-girl-after-bullying-raises-worries-on-web-sites.html?\\_r=1&](http://www.nytimes.com/2013/09/14/us/suicide-of-girl-after-bullying-raises-worries-on-web-sites.html?_r=1&) \*\* was only twelve years old when she chose to take her own life after being repeatedly tormented via apps like Ask.fm and Kik. Her mother, who made a point of being very involved in the teen's online life and went through her cell phone regularly, was unaware of the various mediums through which her daughter could be harassed. Her classmates reportedly insulted the girl and urged her to kill herself through online messages, and one of

her tormenters later stated on the today show that she feels she “did not do anything wrong”. Sedwick is one of the youngest victims in a long list of teens who have chosen to take their own life after relentless cyberbullying.”

### Page 3.23

Heading: “MARCUS BIELENBERG”

Photo 12.4 (top right)

Copy (top right): “OUR MOVEMENT, THEIR STORIES”

Photos (Left):

Photo 3.23 (Large, top)

Photo 3.21 (small, bottom left)

Caption: “AMANDA TODD”

Photo 3.22 (small, bottom right)

Caption: “REBECCA SEDWICK”

Copy (right): “Marcus Bielenberg \*\* [hyperlink “Marcus Bielenberg” to: http://www.katu.com/news/investigators/Boy-17-says-cyberbullying-led-to-suicide-attempt-212830981.html](http://www.katu.com/news/investigators/Boy-17-says-cyberbullying-led-to-suicide-attempt-212830981.html) \*\* , a seventeen-year-old from Portland, Oregon spoke up to say that cyberbullying was one of the main contributors in his suicide attempt in 2013. He was the victim of harassment, flaming, and impersonation—his peers made a fake Facebook profile with his photos and information, then posted cruel things about his close friends. When Bielenberg denied authorship, his friends wouldn’t believe him. While it’s difficult to attribute cyberbullying as a major cause of teen suicide in most cases, it’s clear that Bielenberg’s decision to try to take his own life was influenced by online abuse—it’s straight from the horse’s mouth.”

### Page 3.3

Header: “SHARE YOUR STORY”

Photo 12.4 (top right)

Copy (top right): “CYBERBULLYING+ABUSE”

Photo 3.3 (left middle)

Caption: “SHARE YOUR STORY”

Photo 3.31 (right, middle)

Caption: “SEE YOUR STORIES”

### Page 3.31:

Header: “SEE YOUR STORIES”

Photo 12.4 (top right)

Copy (top right): “SHARE YOUR STORY”

Copy (center): “CONTENT COMING SOON”

### Page 3.32:

Header: “SHARE YOUR STORY”

Photo 12.4 (top right)

Copy (top right): "SHARE YOUR STORY"

Text box 1: "First Name (Optional):"

Text box 2: "Age:"

Text box 3: "Country:"

Text box 4: "State/Province"

Drop down menu: "Type of Story:"

OPTIONS: "Cyberbullying", "-Flaming", "-Harassment", "-Denigration", "-Impersonation", "-Outing", "-Trickery", "-Exclusion", "Cyberstalking", "Cybersexting", "Pranking", "Stranger Danger", "Other"

Copy (center): "How have you or a friend, relative, or peer been affected by cyberbullying?"

Text box 5

Overlay: "Your story needs to be shared safely. Please do not disclose any last names or personal information that would allow others to identify you or the friend, relative, or peer you're writing about."

Photo 13.2 (bottom center)

\*\* All text boxes other than Text box 1 and Text box 4 must include characters in order for user to link through photo 13.2 \*\*

\*\* Text box 5 must be set to a 500 word maximum—once the user hits 500 word max, they should not be able to type any more text into box\*\*

\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc.—please let us know if you need further clarification) sent to a database that we can access\*\*

Page 3.321:

Heading: "SHARE YOUR STORY"

Photo 12.4 (top right)

Copy (top right): "SHARE YOUR STORY"

\*\* On this page, the large white box must show text submitted to Text Box 5 on page 3.32 \*\*

Copy (bottom): To complete submission, you must click this box which indicates that you understand and agree that any information submitted may be posted to the Tech It Off website excluding your name and hometown.

Check Box (Click box and checkmark appears)

Photo 13.1

Photo 13.2

\*\* Check box MUST be checked off in order for user to link through photo 13.2 \*\*

\*\* If user links through Photo 13.1, all previously submitted text must be recovered in text boxes \*\*

\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc. —please let us know if you need further clarification) sent to a database that we can access\*\*

#### Page 3.322:

Heading: “SHARE YOUR STORY”

Photo 12.4 (top right)

Copy (top right): “SHARE YOUR STORY”

Copy (center): “Thank you for submitting. Your post is being reviewed.”

#### Page 3.4

Heading: “LOG IT: REPORT ONLINE ABUSE”

Photo 12.4 (top right)

Copy (top right): “CYBERBULLYING+ABUSE”

Text box 1: “Age:”

Text box 2: “Country:”

Text box 3: “State/Province:”

Text box 4: “Social media site or webpage/URL:”

Photo 13.3: “Upload screen-shot photo:”

Copy (center): “Please give a short description of what you observed.”

Text box 5

Photo 13.2

\*\* Text box 5 must be set to a 500 word maximum—once the user hits 500 word max, they should not be able to type any more text into box\*\*

\*\* Upload button must allow users to upload a jpeg photo from their computer and submit \*\*

\*\* Photo 13.3 photo upload submission is OPTIONAL—All other text boxes must include characters in order for user to link through photo 13.2 \*\*

\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc. —please let us know if you need further clarification) sent to a database that we can access\*\*

#### Page 3.41

Heading: “LOG IT: REPORT ONLINE ABUSE”

Photo 12.4 (top right)

Copy (top right): “CYBERBULLYING+ABUSE”

Copy (center): “Thank you for your report.”

## CYBERCRIME NEWS:

### Page 4:

Heading: "CYBERCRIME NEWS"

Copy:

Photo 4.0 (Large, left)

Photo 4.1 (Small, right)

Caption: "What is Cybercrime?"

Photo: 4.2 (Small, right)

Caption: "Learn From Their Mistakes"

### Page 4.1:

Heading: "WHAT IS CYBERCRIME?"

Photo 12.6 (top right)

Copy (top right): "CYBERCRIME NEWS"

Photo 4.1 (Large, left)

Copy (right): "Cybercrime is the recognition of criminally illicit behaviors performed online as legitimate crimes—and deniability isn't so easy when your actions can be connected to your online profile or tracked to your IP address **\*\*hyperlink "IP address" to: [theworldunplugged.files.wordpress.com/2010/12/addiction-grid-new.pdf](http://theworldunplugged.files.wordpress.com/2010/12/addiction-grid-new.pdf) \*\*** Just because no one can hear the words come out of your mouth or see you bullying someone doesn't mean you're invisible—the digital world is a lot less anonymous than you think."

### Page 4.2:

Heading: "LEARN FROM THEIR MISTAKES"

Photo 12.6 (top right)

Copy (top right): "CYBERCRIME NEWS"

Photo 4.2: (Large, left)

Copy (left) : "Think online abuse isn't a serious crime? Think again. For these teens, online abuse went from online to on trial As you read these examples, think about it: five minutes of online fame vs. a lifetime criminal record—is that text message really worth it?"

Photo 4.21 (Small, right (top))

Caption: "CYBERSTALKING CRIME"

Photo 4.22 (Small, right (bottom))

Caption: "BULLYING VIA TEXT MESSAGE CRIME"

Photo 4.23 (Small, right (middle))

Caption: "CYBERSEXTING CRIME"

### Page 4.21:

Heading: "CYBERSTALKING CRIME"



Photo 12.6 (top right)

Copy (top right): "LEARN FROM THEIR MISTAKES"

Photos (Left):

Photo 4.21 (Large, top)

Photo 4.22 (small, left bottom)

Caption: "BULLYING VIA TEXT MESSAGE CRIME"

Photo 4.23 (small, right bottom)

Caption: "CYBERSEXTING CRIME"

Copy (right): In 2011, two Seattle-area twelve-year-olds \*\* hyperlink "two

Seattle-area twelve-year-olds" to:

<http://www.issaquahpress.com/2011/04/26/issaquah-girls-11-and-12-charged-in-cyberbullying-case/> \*\*

were charged with cyberstalking and first-degree computer trespassing after using a classmate's Facebook password to log onto her profile and post sexually explicit content, as well as instant message others from the girl's account to arrange sex acts. One of the accused ultimately received a suspended sentence, including 20 hours of community service and supervision for all computer list, as well as issuing a formal written apology to the girl she bullied. Though her punishment may seem light, this infraction will remain on her record—and had things not gone her way, both girls could have served up to 30 days in a juvenile detention center for the charges.

**Page 4.22:**

Heading: "BULLYING VIA TEXT MESSAGE CRIME"

Photo 12.6 (top right)

Copy (top right): "LEARN FROM THEIR MISTAKES"

Photos (Left):

Photo 4.22 (Large, top)

Photo 4.23 (Small, left bottom)

Caption: "CYBERSEXTING CRIME"

Photo 4.21 (small, right bottom)

Caption: "CYBERSTALKING CRIME"

Copy (right): "In St. Petersburg, Florida, a fifteen-year-old girl \*\* hyperlink

"fifteen-year-old girl to: <http://www.cnn.com/2013/11/07/justice/florida-cyberbullying-arrest/> \*\*

was charged with three counts of aggravated stalking and one count of tampering with a witness after she was found to have sent several hundred threatening text messages to three of her peers, with many of the texts being death threats. After she was first interviewed and asked to stop communicating with her three victims, she continued to threaten them via text message. The medium clearly does not matter—once it's typed and sent out to the world, these sorts of threatening behaviors are no longer questionable. The common issues of hearsay and deniability that relieved bullies of deniability in the past are just that—a thing of the past. The stakes are higher, and the consequences are real."

**Page 4.23:**

Heading: "CYBERSEXTING CRIME"

Photo 12.6 (top right)

Copy (top right): "LEARN FROM THEIR MISTAKES"

Photos (Left):

Photo 4.23 (Large, Top)

Photo 4.21 (Small, Left)

Caption: "CYBERSTALKING CRIME"

Photo 4.22 (Small, Right)

Caption: "BULLYING VIA TEXT MESSAGE CRIME"

Copy (right): "Two teenage boys were found guilty in Fairfax County, Virginia on felony charges \*\* [http://www.washingtonpost.com/local/in-fairfax-sexting-case-2-teen-boys-found-guilty-on-felony-charges/2013/06/13/33befde4-d431-11e2-a73e-826d299ff459\\_story.html](http://www.washingtonpost.com/local/in-fairfax-sexting-case-2-teen-boys-found-guilty-on-felony-charges/2013/06/13/33befde4-d431-11e2-a73e-826d299ff459_story.html) \*\* in 2013 when it was found that they had produced and shared videos of themselves performing drunken sexual acts with teenage girls on their cellphones. The original charges—child pornography charges—were lessened to "unlawfully producing videos of non-consensual minors". Lucky for them, because what most teens don't realize is that when they produce and distribute nude photos of themselves and one another they are, by definition, producing and distributing child pornography—and when you're found guilty of child pornography charges, you risk being classified as a *sex offender*—and having to share that information with your neighbors, your school district, even the parents of your future children's playmates. The consequences of sexting can span much further than being called names in the school hallways.

WELCOME TO OUR HOUR:

**Page 5:**

Copy:

Photo 5.0 (Top)

Photo 5.1

Caption: "JOIN"

Photo 5.2

Caption: "GAMES"

Photo 5.3

Caption: "DOWNLOADABLE"

Photo 5.4:

Caption: "VIDEO"

Photo 5.5:

Caption: "CAUSES"

Photo 5.6

Caption: "QUIZZES"

**Page 5.1:**

Heading: "CLICK TO JOIN THE HOUR"

Photos (left):

Photo 5.1 (Large, top)

Caption (right of photo): "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Text box 1: "Name:"

Text box 2: "Email"

Text box 3: "Country"

Text box 4: "State/Province"

Copy (center): "Why do you Tech It Off (optional)"

Text box 5

Photo 13.2

**\*\* All text boxes other than Text Box 4 must include characters for user to link through Photo 13.2 \*\***

**\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc.—please let us know if you need further clarification) sent to a database that we can access\*\***

Page 5.11

Photo 5.1 (Large, top)

Caption (right of photo): "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Copy (center): “Thank you for joining!”

**Page 5.2:**

Heading: “GAMES”

Photos (Left):

Photo 5.2 (Large, top)

Caption (right of photo): “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)

Caption: “VIDEO”

Photo 5.5 (Small)

Caption: “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Copy (Center):

“The Phone Stacking Game \*\* [hyperlink “Phone Stacking Game” to http://www.nytimes.com/2013/09/22/fashion/step-away-from-the-phone.html?pagewanted=all&r=0](http://www.nytimes.com/2013/09/22/fashion/step-away-from-the-phone.html?pagewanted=all&r=0) \*\* has become a global phenomenon over the past few years—it’s simple, but fun! The rules are as follows:

1. At the beginning of the meal, everyone puts their phones face down in the middle of the table.
2. No one is allowed to pick up their phone during the meal.
3. The first person to look at their phone during the meal loses—and has to pay for everyone’s dinner.
4. If no one gives in, everyone pays for themselves.
5. The game is over when the bill comes.

In fact, we like the phone stacking game so much that we’ve decided to come up with some fun activities ourselves that can help you Tech It Off or just use engage with technology in a better way!”

Photos (Right):

Photo 5.22 (Top)

Photo 5.23

Photo 5.24

Photo 5.25

Photo 5.26 (Bottom)

**Page 5.21:**

Photos (Left):

Photo 5.2 (Large, top)

Caption (right of photo): "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photos (Right):

Photo 5.22 (Top)

Photo 5.23

Photo 5.24

Photo 5.25

Photo 5.26 (Bottom)

Heading: "THE POWER DOWN CHALLENGE"

Copy (Center): You've heard of the "quiet game", sure, but what about the "power down challenge"? See who can go the longest without checking into social media on their mobile phone, computer, or tablet, or without checking for new text messages. Whoever caves first has to take on a dare from the winners! #powerdownchallenge"

**Page 5.22:**

Photos (Left):

Photo 5.2 (Large, top)

Caption (right of photo): "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photos (right):

Photo 5.22 (Top)

Photo 5.23

Photo 5.24

Photo 5.25

Photo 5.26 (Bottom)

Heading: "TECH IT FORWARD"

Copy (center): "Post a kind or uplifting comment to a classmate's profile with the hashtag #techitforwardgame. Once they receive your comment, they must post a positive comment to another friend's profile! Keep the cycle of positivity going, and check out the #techitforwardgame to see how many profiles your initiative has reached."

**Page 5.23:**

Photos (Left):

Photo 5.2 (Large, top)

Caption (right of photo): "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photos (Right):

Photo 5.22 (Top)

Photo 5.23

Photo 5.24

Photo 5.25

Photo 5.26 (Bottom)

Heading: "TECH TALK"

Copy (center): "How many acronyms do we use when we text? LOL, BRB, SMH, JK—acronyms are everywhere. See how long you and your friends can talk only speaking in acronyms. For example:

Player 1: WU? (What's up)

Player 2: NM HBU? (Not Much, How About You?)

Player 1: IDK, IGCTICT (I Don't Know, I Got Caught Texting In Class Today).

Whoever can't understand the other person first starts the next round!"

**Page 5.24:**

Photos (Left):

Photo 5.2 (Large, top)

Caption (right of photo): "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photos (right):

Photo 5.22 (Top)

Photo 5.23

Photo 5.24

Photo 5.25

Photo 5.26 (Bottom)

Heading: "THE WIKIPEDIA GAME"

Copy: "To play this game, you'll need to come up with a first and last topic—for example, your first topic could be Ariana Grande and your last topic, Colonial Williamsburg. Now, go to Wikipedia.org and type in "Ariana Grande"—now find a way to navigate from her page, your first page, to Colonial Williamsburg, your last page, only by clicking the links in the Wikipedia pages. Whoever gets to their last page first wins!"

**Page 5.25:**

Photos (Left):

Photo 5.2 (Large, top)

Caption (right of photo): "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photos (right):

Photo 5.22 (Top)

Photo 5.23

Photo 5.24

Photo 5.25

Photo 5.26 (Bottom)

Heading: "THE BAND NAME GAME"

Copy (center): "You love listening to music on your smart phone—now let's put your rock-star knowledge to the test. The first player starts with a band, say they choose "The Pixies", then the next player must identify a band that starts with the last letter of the previous players band, so, for example "Slayer". For bands that have multiple words, like "Rage Against The Machine", the next player's band would start with the first letter of the last word, so they could say "Muse". No Google allowed!"

**Page 5.3:**

Photos (Left):

Photo 5.3 (Large, top)

Caption (right of photo): "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Copy (center): "Downloadable infographics, signs, and flyers coming soon!"

**Page 5.4:**

Photos (Left):

Photo 5.4 (Large, top)

Caption (right of photo): "VIDEO"



Photo 5.5 (Small)

Caption: "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Copy (center): "VIDEO COMING SOON!"

#### **Page 5.5:**

##### Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

##### Photos (Center):

##### Row 1 (Left):

Photo 5.51

Photo 5.52

Photo 5.53

##### Row 2 (Left/Middle):

Photo 5.54

Photo 5.55

##### Row 3 (Right/Middle):

Photo 5.56

Photo 5.57

##### Row 4 (Right):

Photo 5.58

Photo 5.59  
Photo 5.511

**Page 5.5:**

Photos (Left):

Photo 5.5 (Large, top)  
Caption (right of photo): "CAUSES"  
Photo 5.6 (Small)  
Caption: "QUIZZES"  
Photo 5.1 (Small)  
Caption: "JOIN"  
Photo 5.2 (Small)  
Caption: "GAMES"  
Photo 5.3 (Small)  
Caption: "DOWNLOADABLE"  
Photo 5.4 (Small)  
Caption: "VIDEO"

Photos (Center):

Row 1 (Left):

Photo 5.512  
Photo 5.513  
Photo 5.514

**Page 5.501:**

Photos (Left):

Photo 5.5 (Large, top)  
Caption (right of photo): "CAUSES"  
Photo 5.6 (Small)  
Caption: "QUIZZES"  
Photo 5.1 (Small)  
Caption: "JOIN"  
Photo 5.2 (Small)  
Caption: "GAMES"  
Photo 5.3 (Small)  
Caption: "DOWNLOADABLE"  
Photo 5.4 (Small)  
Caption: "VIDEO"

Photo 5.51 (Center)

Copy (center): "Mission: To share the personal and public consequences of technology with youth and encourage a responsible tech community."

Background: “Digital Responsibility” was founded by a group of tech employees in Silicon Valley. Their site is an excellent resource for information how technology affects our world, including facts on texting while driving, online privacy, environmental and societal impacts, and the psychology-technology connection. To access their extensive resources, click here \*\* hyperlink “click here” to: <http://www.digitalresponsibility.org/> \*\*

**Page 5.502:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)

Caption: “VIDEO”

Photo 5.52 (Center)

Copy (center): “Mission: To end the use of negative slang as it relates to the LGBT (Lesbian, Gay, Bisexual, or Transgender) community.”

Background: Homophobic remarks and harassment are so commonplace in teen vernacular—phrases like “that’s so gay” and slurs used to reference the LGBT community—that a lot of people don’t realize just how hurtful and isolating their words can be. ThinkB4YouSpeak was born to do just that—encourage teens to think about what they’re saying before they say it. Click here \*\*hyperlink “Click here” to <http://thinkb4youspeak.com/GetInvolved/> \*\* to see how you can get involved in their movement, sign their pledge, and more!”

**Page 5.503:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.53 (Center)

Copy (center): "Mission: "To increase public awareness of the importance of healthy sleep."

Background: The project began in 2013 as a collaboration between the Center for Disease Control and the American Academy of Sleep Medicine. Since then, they have worked to increase awareness, educate the public, and provide resources for those with inadequate sleep. To learn more about the project, click here \*\* hyperlink "click here" to [www.sleepeducation.com/healthysleep](http://www.sleepeducation.com/healthysleep) \*\*.

Page 5.504:

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.54 (Center)

Copy (center): "Mission: To end bullying in person and online.

Background: STOMP Out Bullying is the most prevalent national bullying and cyberbullying prevention group in the U.S. They focus on educating and preventing digital abuse, discrimination, school absenteeism, and deterring violence in the teen community. Their organization has amassed great success, gaining celebrity endorsements and spreading the word with their Blue Shirt Day, World Day of Bullying Prevention \*\* hyperlink "Blue Shirt Day, World Day of Bullying Prevention" to: [www.stompoutbullying.org/index.php/campaigns/blue-](http://www.stompoutbullying.org/index.php/campaigns/blue-)

[shirt-day-world-day-bullying-prevention/](#) \*\*. To learn more about everything they're doing to stomp out bullying, click here. \*\*[hyperlink "click here" to stompoutbullying.org](#) \*\* “

**Page 5.505:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)

Caption: “VIDEO”

Photo 5.55 (Center)

Copy (center): “Mission: To educate people on the consequences of smartphone addiction.

Background: Moodoff Day is a global campaign that works to rebuild face-to-face connections between friends, family, and peers in the wake of our smartphone-obsessed society. On the last Sunday of February each year, they encourage people to turn off their smartphones for five full hours in order to reengage with the physical world and fight smartphone dependency. Learn more about their movement, and their Moodoff Day, here \*\*[hyperlink "here" to: www.moodoffday.org/](#) \*\* “

**Page 5.506:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)  
Caption: "VIDEO"

Photo 5.56 (Center)

Copy (center): "Mission: To remove the stigma around youth mental illness and create a community where teens are comfortable sharing and discussing their experiences."

Background: The "It's OK." Campaign is a U.K.-based movement, created by a young girl named May Gabriel who struggled with clinical depression throughout her adolescence and saw a need for change. To learn more about the campaign, click here. \*\* hyperlink "click here" to [www.itsokcampaign.co.uk/about-2/](http://www.itsokcampaign.co.uk/about-2/) \*\* "

Page 5.507:

Photos (Left):

Photo 5.5 (Large, top)  
Caption (right of photo): "CAUSES"  
Photo 5.6 (Small)  
Caption: "QUIZZES"  
Photo 5.1 (Small)  
Caption: "JOIN"  
Photo 5.2 (Small)  
Caption: "GAMES"  
Photo 5.3 (Small)  
Caption: "DOWNLOADABLE"  
Photo 5.4 (Small)  
Caption: "VIDEO"

Photo 5.57 (Center)

Copy (center): "Mission: To promote understanding and provide resources for youth dealing with mental illness."

Background: Headspace was founded by the National Youth and Mental Health Foundation in Australia, and has succeeded by promoting their mission through a combination of youtube videos \*\* hyperlink "youtube videos" to: <https://www.youtube.com/user/headspaceAustralia> \*\*, online resources \*\* hyperlink "online resources" to: [www.headspace.org.au/what-works](http://www.headspace.org.au/what-works) \*\*, and in-person help centers in an effort to reach out to the youth community and assure them that they are not alone. Check out the rest of their site here \*\* hyperlink "here" to <http://www.headspace.org.au/> \*\*

**Page 5.508:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.58 (Center)

Copy (center): "Mission: To promote safe, inclusive and respectful social environments at home, on school campuses, in churches, and online for vulnerable and LGBT youth and their allies."

Background: The Tyler Clementi Foundation was founded in honor of Tyler Clementi, a college student who took his own life after being outed online by his roommate and subsequently ridiculed for his sexual preference. As a result, the foundation is dedicated to ensuring that no one has to undergo the same torment Tyler Clementi went through, and encourage safe, supportive environments for all. To learn more, donate, or pledge to join their cause, click here **\*\*hyperlink** "click here" to [tylerclementi.org/](http://tylerclementi.org/) **\*\***."

**Page 5.509:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.59 (Center)

Copy (center): “Mission: To bring awareness, educate, and promote positive change regarding bullying and cyberbullying to parents, children, and educators.

Background: The Megan Meier Foundation was founded by Megan’s mother, Tina Meier, in December of 2007—the same year Megan took her own life after being tricked, teased, and harassed online. Her story brought national awareness to the issue of cyberbullying, and to this day, her name stands as a symbol for instating positive change in the ways we interact with one another, both on and offline. To learn more about their work, click here \*\* hyperlink “click here” to [www.meganmeierfoundation.org/our-mission.html](http://www.meganmeierfoundation.org/our-mission.html) \*\*.”

Page 5.511:

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)

Caption: “VIDEO”

Photo 5.511 (Center)

Copy (center): “Mission: To encourage awareness around youth mental health and bullying, and encourage people to reach out to one another and provide support to those in need.

Background: The Amanda Todd Legacy Society was founded in remembrance of the teen’s untimely death in October of 2012. In an effort to carry out Amanda’s dream of helping kids, the organization, in conjunction with the Vancouver Foundation, has formed two funds to support anti-bullying education, help youths struggling with mental illness, and support educational programs geared towards supporting students with learning disabilities. To learn more about the organization or to donate, click here \*\* hyperlink “click here” to [amandatoddlegacy.org/](http://amandatoddlegacy.org/) \*\*.”



**Page 5.512:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.512 (Center)

Copy (center): " Mission: "[To] provide information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to cyberbullying."

Background: StopBullying.gov \*\* hyperlink "[StopBullying.gov](https://stopbullying.gov/)" to [stopbullying.gov/](https://stopbullying.gov/)

\*\* is a collaborative, interagency effort that is led by the Department of Education and coordinates bullying policy, research, and communications. Their site is full of resources on how to identify and respond to bullying situations, both on and offline, as well as up-to-date state-by-state legislation regarding bullying and cyberbullying situations. Access their information here."

**Page 5.513:**

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): "CAUSES"

Photo 5.6 (Small)

Caption: "QUIZZES"

Photo 5.1 (Small)

Caption: "JOIN"

Photo 5.2 (Small)

Caption: "GAMES"

Photo 5.3 (Small)

Caption: "DOWNLOADABLE"

Photo 5.4 (Small)

Caption: "VIDEO"

Photo 5.513 (Center)

Copy (center): “Mission: To reevaluate the ways in which we, as a society, measure success.

Background: Arianna Huffington, President and Editor-In-Chief of the Huffington Post \*\* hyperlink “the Huffington Post” to [www.huffingtonpost.com/](http://www.huffingtonpost.com/) \*\* wrote her book, Thrive \*\* hyperlink “Thrive” to [thrive.huffingtonpost.com/](http://thrive.huffingtonpost.com/) \*\*, when she suffered several injuries after falling from exhaustion. Her book is a call to reconsider the ways in which we measure success—sacrificing personal relationships, family life, and personal health for money and power. “In being connected to the world 24/7,” she writes, “we’re losing our connection to what truly matters.” “

Page 5.514:

Photos (Left):

Photo 5.5 (Large, top)

Caption (right of photo): “CAUSES”

Photo 5.6 (Small)

Caption: “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)

Caption: “VIDEO”

Photo 5.514 (Center)

Copy (center): “Mission: To provide documentation, study, and interpretation and serve as a memorial for the six million Jews who were systematically and bureaucratically persecuted and murdered by the Nazi Regime and its collaborators. The Museum also aims to encourage visitors to “reflect upon the moral and spiritual questions raised by the events of the Holocaust as well as their own responsibilities as citizens of a democracy.”

Background: The United States Holocaust Museum \*\* hyperlink “United States Holocaust Museum” to <http://www.ushmm.org/> \*\* was opened to the public in April of 1993, and has since worked with religious and community leaders to amplify their voices regarding acts of hatred against their communities. In 1995, the Committee on Conscience was founded to “work to halt acts of genocide or related crimes against humanity.” “

**Page 5.6:**

Photos (Left):

Photo 5.6 (Large, top)

Caption (right of photo): “QUIZZES”

Photo 5.1 (Small)

Caption: “JOIN”

Photo 5.2 (Small)

Caption: “GAMES”

Photo 5.3 (Small)

Caption: “DOWNLOADABLE”

Photo 5.4 (Small)

Caption: “VIDEO”

Photo 5.5 (Small)

Caption: “CAUSES”

Photos (Center):

Photo 5.62 (Left, top)

Photo 5.63 (Left, bottom)

Photo 5.64 (Center, top)

Photo 5.65 (Center, bottom)

Photo 5.66 (Right, top)

Photo 5.67 (Right, bottom)

**BLOG:**

**\*\*WILL RECEIVE IN 2 WEEKS\*\***

SCHOOLS + PARENTS:

**Page 7:**

Heading: “SCHOOLS + PARENTS”

Photo 7.0 (Large, left)

Copy (left): “With technology invading both the classroom and the bedroom, it’s clear that parents and schools need to take action and form a united front against irresponsible tech use. These are your kids and teens—don’t you want to keep them safe and healthy?”

Photo 7.1 (Small, right (right top))

Caption: “MODELS + TIPS FOR SCHOOLS”

Photo 7.2 (Small, right (right bottom))

Caption: “MODELS + TIPS FOR PARENTS”

Photo 7.3 (Small, right (left top))

Caption: "JOIN OUR EMAIL LIST"

Photo 7.4 (Small, right (left bottom))

Caption: "TIPS FOR EDUCATORS + PARENTS"

### Page 7.1

Heading: "MODELS + TIPS FOR SCHOOLS"

Photo 12.8 (top right)

Copy (top right): "SCHOOLS + PARENTS"

Photo 7.1 (Large, left)

Copy (left): "Addressing Cyberbullying as a school official can be difficult—where do your rights begin and end? Check out these tips for our suggestions on how to get involved as an educator, administrator, mediator or school psychiatrist."

Photo 7.11 (Small, right (top left))

Caption: "TALK ABOUT IT"

Photo 7.12 (Small, right (middle left))

Caption: " "TECH HEALTH" CURRICULUM"

Photo 7.13 (Small, right (bottom, left))

Caption: "ESTABLISH A TECH POLICY"

Photo 7.14 (Small, right (top, right))

Caption: "TECH USE IN SCHOOL"

Photo 7.15 (Small, right (middle, right))

Caption: "PARENT-SCHOOL COMMUNICATION"

Photo 7.16 (Small, right (bottom, right))

Caption: "DISCUSS IN THE CLASSROOM"

### Page 7.11

Heading: "TALK ABOUT IT"

Photo 12.8 (top right)

Copy (top right): "MODELS + TIPS FOR SCHOOLS"

Photos (Left):

Photo 7.11 (Top, large)

Photo 7.12 (Bottom, small left)

Caption: " "TECH HEALTH" CURRICULUM"

Photo 7.13 (Bottom, small)

Caption: "ESTABLISH A TECH POLICY"

Photo 7.14 (Bottom, small)

Caption: "TECH USE IN SCHOOL"

Photo 7.15 (Bottom, small)

Caption: "PARENT-SCHOOL COMMUNICATION"

Photo 7.16 (Bottom, small right)

Caption: "DISCUSS IN THE CLASSROOM"

Copy (right): **“Talk about it before it happens** — And this can mean both students and parents. Host in-school assemblies educating children about which types of online behaviors are not permissible and *why* in order to address cyberbullying before it happens. Some schools use a peer-to-peer method, asking older students to tour classrooms of their younger peers and explain why cyberbullying and online abuse are not okay. Similarly, host open discussions with parents to discuss how the lessons taught in Internet safety assemblies can be reinforced at home—forming a united front is important when tackling cyberbullying.”

## Page 7.12

Heading: “TECH HEALTH” CURRICULUM”

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR SCHOOLS”

Photos (Left):

Photo 7.12 (Top, large)

Photo 7.13 (Bottom, small left)

Caption: “ESTABLISH A TECH POLICY”

Photo 7.14 (Bottom, small)

Caption: “TECH USE IN SCHOOL”

Photo 7.15 (Bottom, small)

Caption: “PARENT-SCHOOL COMMUNICATION”

Photo 7.16 (Bottom, small)

Caption: “DISCUSS IN THE CLASSROOM”

Photo 7.11 (Bottom, small right)

Caption: “TALK ABOUT IT”

Copy (right): **“Incorporate “Tech Health” into your Health curriculum** — Recent research [\\*\\* hyperlink “Recent research” to TECH ADDICTION page \\*\\*](#) has shown that technology has serious impacts on brain functioning and mental health, and considering it’s prevalence among our digitally native youth, it’s important that they understand the ramifications of obsessive technology use. You incorporate drug use and food nutrition into health class—time to update your lesson plans and bring technology into the discussion.

Police officers can also help affirm important lessons about cybercrime and tech use—and can encourage teens to take their online actions more seriously. Work with your local officials to provide insight to your curriculum and to schedule guest lecturers.”

## Page 7.13

Heading: "ESTABLISH A TECH POLICY"

Photo 12.8 (top right)

Copy (top right): "MODELS + TIPS FOR SCHOOLS"

Photos (Left):

Photo 7.13 (Top, large)

Photo 7.14 (Bottom, small left)

Caption: "TECH USE IN SCHOOL"

Photo 7.15 (Bottom, small)

Caption: "PARENT-SCHOOL COMMUNICATION"

Photo 7.16 (Bottom, small)

Caption: "DISCUSS IN THE CLASSROOM"

Photo 7.11 (Bottom, small)

Caption: "TALK ABOUT IT"

Photo 7.12 (Bottom, small right)

Caption: " "TECH HEALTH" CURRICULUM"

Copy (right): **"Establish a "Tech Policy"** — Work collaboratively with students and parents to come up with a "code of online conduct" that students can sign at the beginning of the academic year. This document can map out moral and immoral Internet behavior, and encourage students to hold themselves accountable for their actions."

Photo 13.4

Copy (bottom): "Click here to download a free "Code of Online Conduct" template."

**\*\* Photo 13.4 will initiate download of "Code of Online Conduct" PDF \*\***

#### **Page 7.14**

Heading: "TECH USE IN SCHOOL"

Photo 12.8 (top right)

Copy (top right): "MODELS + TIPS FOR SCHOOLS"

Photos (Left):

Photo 7.14 (Top, large)

Photo 7.15 (Bottom, small left)

Caption: "PARENT-SCHOOL COMMUNICATION"

Photo 7.16 (Bottom, small)

Caption: "DISCUSS IN THE CLASSROOM"

Photo 7.11 (Bottom, small)

Caption: "TALK ABOUT IT"

Photo 7.12 (Bottom, small)

Caption: " "TECH HEALTH" CURRICULUM"

Photo 7.13 (Bottom, small right)

Caption: "ESTABLISH A TECH POLICY"

Copy (right): **“Set rules about Tech use in school —** Set clear rules around how students can engage with their technologies in school: no cell phones during school hours, no laptop computers from home, and screening school emails for offensive language are some examples of rules you could instate, with clear punishments for each offense—a detention, call home to parents—whatever is appropriate and effective.”

#### Page 7.15

Heading: “PARENT-SCHOOL COMMUNICATION”

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR SCHOOLS”

Photos (Left):

Photo 7.15 (Top, large)

Photo 7.16 (Bottom, small left)

Caption: “DISCUSS IN THE CLASSROOM”

Photo 7.11 (Bottom, small)

Caption: “TALK ABOUT IT”

Photo 7.12 (Bottom, small)

Caption: “ “TECH HEALTH” CURRICULUM”

Photo 7.13 (Bottom, small)

Caption: “ESTABLISH A TECH POLICY”

Photo 7.14 (Bottom, small right)

Caption: “TECH USE IN SCHOOL”

Copy (right): **“Be clear with parents about your tech policies —** The most pressing concern affecting school authority in cyber abuse situations is the fear that an administrator’s choice of consequence will be poorly received by the student’s parents. One school district in Beverly Hills was sued \*\* hyperlink “sued” to: <http://www.nytimes.com/2010/06/28/style/28bully.html?pagewanted=all&r=0> \*\* when school officials suspended a student for posting an embarrassing video of a classmate to YouTube, and lost the case due to the fact that the video was posted off school grounds. Open communication with parents about school policies is key in order to avoid overstepping boundaries—and paying the consequences.”

#### Page 7.16

Heading: “DISCUSS IN THE CLASSROOM”

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR SCHOOLS”

Photos (Left):

Photo 7.16 (Top, large)

Photo 7.11 (Bottom, small left)

Caption: "TALK ABOUT IT"

Photo 7.12 (Bottom, small)

Caption: " "TECH HEALTH" CURRICULUM"

Photo 7.13 (Bottom, small)

Caption: "ESTABLISH A TECH POLICY"

Photo 7.14 (Bottom, small)

Caption: "TECH USE IN SCHOOL"

Photo 7.15 (Bottom, small right)

Caption: "PARENT-SCHOOL COMMUNICATION"

Copy (right): **Bring the Discussion into the Classroom** — At the Facing History School **\*\*hyperlink "Facing History School" to: <http://www.facinghistoryschool.org/> \*\*** in New York City, cyberbullying isn't much of an issue. Students participate in group sessions that address the importance of empathy, providing a platform for students to express their own concerns *and teach one another* about the importance of responsible behavior. This is a great way to introduce the conversation and give students room to come to some conclusions on their own, rather than spoon-feeding them instructions on how to behave without garnering any real understanding of why the students should compose themselves that way.

**Page 7.2**

Heading: "MODELS + TIPS FOR PARENTS"

Photo 12.8 (top right)

Copy (top right): "SCHOOLS + PARENTS"

Photo 7.2 (Large, left)

Copy (left): "Raising a child is hard enough, and technology surely doesn't make things easier. We've compiled a series of tips that can help you and your teen reach an understanding about what is and isn't appropriate online behavior, and strike a balance regarding their tech use and your parental authority."

Photo 7.21 (small, right (top left))

Caption: "TALK IT OUT"

Photo 7.22 (small, right (middle left))

Caption: "KEEP UP WITH APPS"

Photo 7.23 (small, right (bottom left))

Caption: "SET BOUNDARIES"

Photo 7.24 (small, right (top center))

Caption: "JOIN THEM"

Photo 7.25 (small, right (middle center))



Caption: "TECH CHECK"  
Photo 7.26 (small, right (bottom center))  
Caption: "REPORT IT"  
Photo 7.27 (small, right (middle right))  
Caption: "JUST SAY NO"

#### Page 7.21

Heading: "TALK IT OUT"  
Photo 12.8 (top right)  
Copy (top right): "MODELS + TIPS FOR PARENTS"  
Photos (left):  
Photo 7.21 (Top, large)  
Photo 7.22 (Small, bottom left)  
Caption: "KEEP UP WITH APPS"  
Photo 7.23 (Small, bottom)  
Caption: "SET BOUNDARIES"  
Photo 7.24 (small, bottom)  
Caption: "JOIN THEM"  
Photo 7.25 (small, bottom)  
Caption: "TECH CHECK"  
Photo 7.26 (small, bottom)  
Caption: "REPORT IT"  
Photo 7.27 (small, bottom left)  
Caption: "JUST SAY NO"

Copy (right): **"Talk About it Before it Happens"** — Have an open and frank discussion about online safety and what is and isn't okay *before* you hand them the smart phone or give them access to the computer. Some children's sites, like Club Penguin or NeoPets, are more social than you think—which makes your kids at-risk of coming into contact with online predators and inappropriate content. Educating them early on what not to share, who not to talk to, and how not to behave **and why** is crucial to a safe and secure online lifestyle."

#### Page 7.22

Heading: "KEEP UP WITH APPS"  
Photo 12.8 (top right)  
Copy (top right): "MODELS + TIPS FOR PARENTS"  
Photos (left):  
Photo 7.22 (Top, large)  
Photo 7.23 (Small, bottom left)  
Caption: "SET BOUNDARIES"  
Photo 7.24 (Small, bottom)  
Caption: "JOIN THEM"

Photo 7.25 (small, bottom)

Caption: "TECH CHECK"

Photo 7.26 (small, bottom)

Caption: "REPORT IT"

Photo 7.27 (small, bottom)

Caption: "JUST SAY NO"

Photo 7.21 (small, bottom left)

Caption: "TALK IT OUT"

Copy (right): **"Keep track of what apps and websites your teen is using** — Keep a record of what sites your teen is active on, as well as an up-to-date list of usernames and passwords. New apps appear all the time—it's important to stay up-to-date and in-the-know about what sites your teen may be engaging with."

### Page 7.23

Heading: "SET BOUNDARIES"

Photo 12.8 (top right)

Copy (top right): "MODELS + TIPS FOR PARENTS"

Photos (left):

Photo 7.23 (Top, large)

Photo 7.24 (Small, bottom left)

Caption: "JOIN THEM"

Photo 7.25 (small, bottom)

Caption: "TECH CHECK"

Photo 7.26 (small, bottom)

Caption: "REPORT IT"

Photo 7.27 (small, bottom)

Caption: "JUST SAY NO"

Photo 7.21 (small, bottom)

Caption: "TALK IT OUT"

Photo 7.22 (small, bottom left)

Caption: "KEEP UP WITH APPS"

Copy (right): **"Set boundaries** — Tired of seeing your kids glued to their cell phones during homework time or before lights out? Institute a "technology timetable"—after 6, phones and computers need to be turned off and traded in for books or outdoor activities. Or designate a "tech bucket," where all phones must be turned into as soon as your kids return home from school. Keep track of how much time your teens are logging on their technology, and cut down any extraneous use—and make sure you follow your own rules, too!"

### Page 7.24

Heading: "JOIN THEM"

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR PARENTS”

Photos (left):

Photo 7.24 (Top, large)

Photo 7.25 (Small, bottom left)

Caption: “TECH CHECK”

Photo 7.26 (small, bottom)

Caption: “REPORT IT”

Photo 7.27 (small, bottom)

Caption: “JUST SAY NO”

Photo 7.21 (small, bottom)

Caption: “TALK IT OUT”

Photo 7.22 (small, bottom)

Caption: “KEEP UP WITH APPS”

Photo 7.23 (small, bottom left)

Caption: “SET BOUNDARIES”

Copy (right): “**Join them** — Get an online profile of your own— Facebook, Instagram, Twitter, whatever your children are using—and make it a rule that if your kids are going to use social media, they have to connect with you. This way, they won’t post any content they wouldn’t want you seeing—and you’ll be the first to know if they do.”

## Page 7.25

Heading: “TECH CHECK”

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR PARENTS”

Photos (left):

Photo 7.25 (Top, large)

Photo 7.26 (Small, bottom left)

Caption: “REPORT IT”

Photo 7.27 (small, bottom)

Caption: “JUST SAY NO”

Photo 7.21 (small, bottom)

Caption: “TALK IT OUT”

Photo 7.22 (small, bottom)

Caption: “KEEP UP WITH APPS”

Photo 7.23 (small, bottom)

Caption: “SET BOUNDARIES”

Photo 7.24 (small, bottom left)

Caption: “JOIN THEM”

Copy (right): “**Have a weekly tech check** — Once a week, take the time to sit down with your teen to review their social media and cellular activity: go through their text message history and/or online profiles with them, and take use this as an opportunity to explain any red flags that may appear to you on their page. This will give both you and your child a chance to discuss what it

means to have an online identity without either of you immediately going into hysterics.”

#### Page 7.26

Heading: “REPORT IT”

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR PARENTS”

Photos (left):

Photo 7.26 (Top, large)

Photo 7.27 (Small, bottom left)

Caption: “JUST SAY NO”

Photo 7.21 (small, bottom)

Caption: “TALK IT OUT”

Photo 7.22 (small, bottom)

Caption: “KEEP UP WITH APPS”

Photo 7.23 (small, bottom)

Caption: “SET BOUNDARIES”

Photo 7.24 (small, bottom)

Caption: “JOIN THEM”

Photo 7.25 (small, bottom left)

Caption: “TECH CHECK”

Copy (right): “**Report it** — Most social networking sites have simple and anonymous reporting systems for instances of abuse and cyberbullying. Go through these systems with your children and teach them how to utilize them. Explain how important it is to be a part of the solution rather than a participant, enabler, or bystander to the problem.”

#### Page 7.27

Heading: “JUST SAY NO”

Photo 12.8 (top right)

Copy (top right): “MODELS + TIPS FOR PARENTS”

Photos (left):

Photo 7.27 (Top, large)

Photo 7.21 (Small, bottom left)

Caption: “TALK IT OUT”

Photo 7.22 (small, bottom)

Caption: “KEEP UP WITH APPS”

Photo 7.23 (small, bottom)

Caption: “SET BOUNDARIES”

Photo 7.24 (small, bottom)

Caption: “JOIN THEM”

Photo 7.25 (small, bottom)

Caption: “TECH CHECK”

Photo 7.26 (small, bottom left)

Caption: "REPORT IT"

Copy (right): "**Just say no** — You are, after all, their parent—and if you see social media as more harm than good, it is completely within your right to ban social media altogether. Have a talk with your teen to clearly express your decision and give them an opportunity to explain their perspective on it. Check with your service provider about blocking specific sites from your home computer, and be sure to habitually check their computer's Internet history to make sure your teens are abiding to your rules."

#### Page 7.3—REFERENCE PDF FOR VISUAL GUIDE

Heading: "JOIN OUR EMAIL LIST"

Photo 12.8 (top right)

Copy (top right): "SCHOOLS + PARENTS"

Text box 1: "Name:"

Drop down menu: "Position"

Options: Educator, School Administrator, Parent, Other

Text box 2: "School Name"

Text box 3: "County"

Text box 4: "State/Province"

Text box 5: "E-mail Address"

\*\* All text boxes other than Text box 2 and Text box 4 must include characters in order for user to link through photo 13.2 \*\*

\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc.—please let us know if you need further clarification) sent to a database that we can access\*\*

#### Page 7.31

Heading: "JOIN OUR EMAIL LIST"

Photo 12.8 (top right)

Copy (top right): "SCHOOLS + PARENTS"

Copy (center): "Thanks for joining!"

#### Page 7.4

Heading: "TIPS FOR EDUCATORS + PARENTS"

Photo 12.8 (top right)

Copy (top right): "SCHOOLS + PARENTS"

Photo 7.41 (Left, middle)

Caption: "SHARE TIPS"

Photo 7.42 (Right, middle)

Caption: "YOUR TIPS"

#### Page 7.41 —REFERENCE PDF FOR VISUAL GUIDE

Heading: "SHARE TIPS"

Photo 12.8 (top right)

Copy (top right): "TIPS FOR EDUCATORS + PARENTS"

Copy (Center, top): "What's working for you? Share your insights as a parent, educator, or both! We want to hear what you have to say to better improve our tips, and share your successes (or failures) with the Tech It Off community. Contributions may be kept anonymous if requested (please type "Anonymous" or a variation into the "Name" section of the form)."

Text box 1: "Name"

Text box 2: "Country"

Text box 3: "State/Province"

Text box 4

\*\* All text boxes other than Text box 3 must include characters in order for user to link through Photo 13.2 \*\*

\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc. —please let us know if you need further clarification) sent to a database that we can access\*\*

#### Page 7.411

Heading: "SHARE TIPS"

Photo 12.8 (top right)

Copy (top right): "TIPS FOR EDUCATORS + PARENTS"

Copy (Center): "To complete submission, you must click this box which indicates that you understand and agree that any information submitted may be posted to the Tech It Off website excluding your name"

Photo 13.1

Photo 13.2

#### Page 7.412

Heading: "SHARE TIPS"

Photo 12.8 (top right)

Copy (top right): "TIPS FOR EDUCATORS + PARENTS"

Copy (center): "Thank you for submitting! Your post is being reviewed"

#### Page 7.42

Heading: "YOUR TIPS"

Photo 12.8 (top right)

Copy (top right): "TIPS FOR EDUCATORS + PARENTS"

Copy: "Content to be added with submissions"

**\*\*We must be able to add text to this page without the aid of a programmer—either provided with instruction or page built to have text easily submitted/published\*\***

## CONTACT US:

### **Page 8: —REFERENCE PDF FOR VISUAL GUIDE**

Heading: "CONTACT US"

Copy (Center, top): "We want to hear your input—if you have a comment, question, or concern that does not match the criteria of any of our other submission sections, please let us know here: "

Text box 1: "Name:"

Text box 2: "E-mail:"

Copy (Center, middle): "What's on your mind?"

Text box 3

Photo 13.2

**\*\* All text boxes must include characters in order for user to link through photo 13.2 \*\***

**\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc. —please let us know if you need further clarification) sent to a database that we can access\*\***

Page 8.1:

Photo 12.11 (top right)

Copy (top right): "CONTACT US"

Heading: "CONTACT US"

Copy (center): "Thank you for your input! We will respond to your message in the order in which it was received."

## CORPORATE PARTNERS:

### **Page 9:**

Heading: "CORPORATE PARTNERS"

Photo 9.0 (Left, middle)

Caption: "CORPORATE PARTNERS"

Photo 9.1 (Right, middle)

Caption: "PARTNER WITH US"

**Page 9.1: —REFERENCE PDF FOR VISUAL GUIDE**

Heading: "PARTNER WITH US"

Photo 12.9 (top right)

Copy (top right): "CORPORATE PARTNERS"

Text boxes (Left side)

Text box 1: "First Name:"

Text box 2: "Title:"

Text box 3: "Website:"

Text box 4: "Address (Line 1):"

Text box 5: "City:"

Text box 6: "Country:"

Text boxes (right side)

Text box 7: "Last Name:"

Text box 8: "Company:"

Text box 9: "E-mail Address:"

Text box 10: "Address (Line 2):"

Text box 11: "State/Province:"

Text box 12: "Zip Code:"

Text (center, middle): "Description of your company"

Text box 13

Photo 13.2

**\*\* All text boxes must include characters in order for user to link through photo 13.2 \*\***

**\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc. —please let us know if you need further clarification) sent to a database that we can access\*\***

**Page 9.11:**

Heading: "PARTNER WITH US"

Photo 12.9 (top right)

Copy (top right): "CORPORATE PARTNERS"

Copy (center): "Thank you for your submission! We will contact you for further discussion"

**Page 9.2:**

Heading: "CORPORATE PARTNERS"

Photo 12.9 (top right)

Copy (top right): "CORPORATE PARTNERS"



**\*\*We must be able to add text and jpegs to this page without the aid of a programmer—either provided with instruction or page built to have text easily submitted/published\*\***

## TIPS FOR TEENS:

### **Page 10:**

Heading: “TIPS FOR TEENS”

Photo 10.0 (Large, left)

Copy (right): “Sometimes it can be hard to determine what’s harmful content and what’s just harmless fun—a goofy picture of you and your friends in costumes? A-okay. A silly picture of your ex-boyfriend in his underwear? Definitely not. Use these tips to ensure that your tech use is good for you and your peers.”

Photo 10.1 (small, right top)

Caption: “TIPS FOR USING TECH RESPONSIBLY”

Photo 10.2 (Small, right bottom)

Caption: “THE YES AND NO NO’S OF ONLINE BEHAVIOR”

### **Page 10.1**

Heading: “TIPS FOR USING TECH RESPONSIBLY”

Photo 12.7 (top right)

Copy (top right): “TIPS FOR TEENS”

Photo 10.1 (Large, Left)

Copy (right): “It’s difficult to know whether or not every move you make online is safe or unsafe—we spend a lot of time there, and it’s not like there’s some grand checklist particular to every situation you’re going to face. If you’re unsure about the content you’re posting or who you’re connecting with, these tips can help guide you to the perfect solution.”

Photos (left):

Photo 10.11 (Small, right (top left))

Caption: “WATCH WHAT YOU POST”

Photo 10.12 (Small, right (middle left))

Caption: “CHECK YOUR CONNECTS”

Photo 10.13 (Small, right (bottom left))

Caption: “ONCE IT’S THERE, IT’S THERE”

Photo 10.14 (Small, right (top right))

Caption: “TAKE A TECH BREAK”

Photo 10.15 (Small, right (bottom right))

Caption: “BE A PART OF THE SOLUTION”

## Page 10.11

Heading: "WATCH WHAT YOU POST"

Photo 12.7 (top right)

Copy (top right): "TIPS FOR USING TECH RESPONSIBLY"

Photos (left):

Photo 10.11 (Large, top)

Photo 10.12 (small, bottom left)

Caption: "CHECK YOUR CONNECTS"

Photo 10.13 (small, bottom)

Caption: "ONCE IT'S THERE, IT'S THERE"

Photo 10.14 (small, bottom)

Caption: "TAKE A TECH BREAK"

Photo 10.15 (small, bottom right)

Caption: "BE A PART OF THE SOLUTION"

Copy (right): "If you're too embarrassed to tell your mom about it, what makes you think you want the whole world knowing? Keep the confessionals, crude language, and inappropriate pictures out of your social media and online identities—trade them out for positive announcements, well-worded updates, and cute pictures of you and your friends."

## Page 10.12

Heading: "CHECK YOUR CONNECTS"

Photo 12.7 (top right)

Copy (top right): "TIPS FOR USING TECH RESPONSIBLY"

Photos (left):

Photo 10.12 (Large, top)

Photo 10.13 (small, bottom left)

Caption: "ONCE IT'S THERE, IT'S THERE"

Photo 10.14 (small, bottom)

Caption: "TAKE A TECH BREAK"

Photo 10.15 (small, bottom)

Caption: "BE A PART OF THE SOLUTION"

Photo 10.11 (small, bottom right)

Caption: "WATCH WHAT YOU POST"

Copy (right): "You've heard of stranger danger, right? Well, it's just as prevalent online as it is in person—if you don't know them and they aren't a friend of your parents, there's a good chance that this is not someone you want to meet. People can post whatever they want to online profiles—there's no one cross-checking every piece of information that goes through. So that cute guy or girl from two towns over who you've "never met" but "thinks you're like, really really cute" could be that weird guy down the street who lives in his friend's basement."

### Page 10.13

Heading: "ONCE IT'S THERE, IT'S THERE"

Photo 12.7 (top right)

Copy (top right): "TIPS FOR USING TECH RESPONSIBLY"

Photos (left):

Photo 10.13 (Large, top)

Photo 10.14 (small, bottom left)

Caption: "TAKE A TECH BREAK"

Photo 10.15 (small, bottom)

Caption: "BE A PART OF THE SOLUTION"

Photo 10.11 (small, bottom)

Caption: "WATCH WHAT YOU POST"

Photo 10.12 (small, bottom right)

Caption: "CHECK YOUR CONNECTS"

Copy (right): "No matter how many times you edit, undo, or delete content, it's still there. Turns out, the digital world is a pretty permanent place—remember what happened with Snapchat \*\* [hyperlink](http://nakedsecurity.sophos.com/2013/05/10/snapchat-images-that-have-disappeared-forever-stay-right-on-your-phone/) to: "Snapchat"

<http://nakedsecurity.sophos.com/2013/05/10/snapchat-images-that-have-disappeared-forever-stay-right-on-your-phone/> \*\*?

So before you post that selfie, slur, or passive-aggressive comment about your indecisive boss, take a second to think—will I still want this here in five years? Five weeks? Five *minutes*? Because once it's up, it's up forever."

### Page 10.14

Heading: "TAKE A TECH BREAK"

Photo 12.7 (top right)

Copy (top right): "TIPS FOR USING TECH RESPONSIBLY"

Photos (left):

Photo 10.14 (Large, top)

Photo 10.15 (small, bottom left)

Caption: "BE A PART OF THE SOLUTION"

Photo 10.11 (small, bottom)

Caption: "WATCH WHAT YOU POST"

Photo 10.12 (small, bottom)

Caption: "CHECK YOUR CONNECTS"

Photo 10.13 (small, bottom right)

Caption: "ONCE IT'S THERE, IT'S THERE"

Copy (right): "Technology is great. We think so, you think so—no one's trying to tell you to stop using your tech toys. But there are times (i.e. 2 am the night before a big test) when it might be wiser to power

down, even just for a little while. When you're sleeping, for example, or taking a shower, or learning the quadratic equation, or sitting down to dinner with your friends or family. You take a break during sports practice to refuel and give your body a rest; take a break from tech to give your eyes, ears and mind a minute to recover."

#### Page 10.15

Heading: "BE A PART OF THE SOLUTION"

Photo 12.7 (top right)

Copy (top right): "TIPS FOR USING TECH RESPONSIBLY"

Photos (left):

Photo 10.15 (Large, top)

Photo 10.11 (small, bottom left)

Caption: "WATCH WHAT YOU POST"

Photo 10.12 (small, bottom)

Caption: "CHECK YOUR CONNECTS"

Photo 10.13 (small, bottom)

Caption: "ONCE IT'S THERE, IT'S THERE"

Photo 10.14 (small, bottom right)

Caption: "TAKE A TECH BREAK"

Copy (right): "Look, these tips aren't just a bunch of stupid rules to tack on to everything else your parents tell you not to do—actually, these are the kinds of behaviors that an incredibly savvy, smart teen would have. And you're smart, too—but we all slip up once in a while; that's what growing up is all about. So if you see a friend posting inappropriate content or exhibiting dangerous behavior online, start the conversation: it could begin anywhere from a "hey, I'm worried..." to a "what are you doing!?" If you're worried, talk to a parent or guardian, school counselor, or mutual friend about how to approach the subject. And if all else fails, send them to our site! It's what we're here for. "

#### Page 10.2

Heading: "THE YES AND NO NO'S OF ONLINE BEHAVIOR"

Photo 12.7 (top right)

Copy (top right): "TIPS FOR TEENS"

Photo 10.2 (Large, left)

Copy (right): "Click here [\\*\\* link "Click here" to PAGE 11 of site \\*\\*](#) to see exclusive tips from the Yes and No No Girls."

YES AND NO NO GIRLS

Page 11:

Heading: "EXCLUSIVE TIPS FROM THE YES AND NO NO GIRLS"

Photo 11.5 (Left, large)

Photo 11.1 (small right, top left)

Photo 11.2 (small right, top right)

Photo 11.3 (small right, bottom left)

Photo 11.4 (small right, bottom right)

Copy (center): "THE BEST TECH ETIQUETTE EVER. THE YES AND NO NO GIRLS (A.K.A. YANNG) PROVIDE INVALUABLE ADVICE."

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

#### Page 11.1:

Heading: "ABOUT YES AND NO NO GIRLS"

Photo 11.11 (bottom left)

Copy (center): "Hey! Good to see ya. We're the yes and no, no girls and we're here to give you a few pointers about online etiquette. Whether you're a teen who can't stop tweeting, a teacher who just loves Instagram, or a parent who still doesn't really get the whole "Facebook" thing, we're ready to help you thrive online."

Copy (bottom): "Next Page>" \*\* hyperlink "Next Page>" to Page 11.11 \*\*

Copy (bottom right): "©2014 Yes and no no girls llc. all rights reserved"

#### Page 11.11

Heading: "ABOUT YES AND NO NO GIRLS"

Photo 11.111 (left)

Copy (right): "This free book is loaded with all the facts—given to you with wit and humor (it's the only way we know how to do it)! That being said, it isn't our intention to be offensive—just to present you with tried and true tips in a way that is interesting and fun! We encourage you to share these tips with your students, friends, peers, children, parents, brothers, sisters, dogs, cats, and everyone in between. so kick back, relax, and let us do our thing."

Copy (bottom): "<Previous Page" \*\* hyperlink "<Previous Page" to Page 11.1 \*\*

Copy (bottom right): "©2014 Yes and no no girls llc. all rights reserved"

#### Page 11.2:

Heading: "MEET THE YES AND NO NO GIRLS"

Copy (center): "They're three smart, stylish, street-savvy women who know just what it takes to get ahead. Their etiquette tips are sprinkled with humor and wit that will keep you laughing while also teaching you a thing or two about how to behave."

Photo 11.21 (left)

Caption (side): "SHLEE"

Photo 11.22 (middle)

Caption (side): "GOLDIE"

Photo 11.23 (right)

Caption (side): "YUMI"

Copy (bottom right): "©2014 Yes and no no girls llc. all rights reserved"

#### Page 11.21:

Same set-up as page 11.2, with these differences:

Photo 11.22 and caption, Photo 11.23 and caption at 30% opacity

Photo 11.211 placed center

#### Page 11.22:

Same set-up as page 11.2, with these differences:

Photo 11.21 and caption, Photo 11.23 and caption at 30% opacity

Photo 11.221 placed center

#### Page 11.23:

Same set-up as page 11.2, with these differences:

Photo 11.21 and caption, Photo 11.22 and caption at 30% opacity

Photo 11.231 placed center

#### Page 11.3:

Photo 11.31

Copy (bottom): "CLICK HERE TO BEGIN TIPS. \*\* hyperlink "CLICK HER  
TO BEGIN TIPS" to page 11.31 \*\* "

Copy (bottom right): "©2014 Yes and no no girls llc. all rights reserved"

#### Page 11.31:

Copy (top right): "TIPS"

Photos:

Photo 11.311 (left)

Photo 11.312 (top)

Photo 11.313 (bottom)

Photo 11.314 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

#### Page 11.32:

Copy (top right): "TIPS"

Photos:

Photo 11.321 (left)

Photo 11.322 (top)

Photo 11.323 (bottom)

Photo 11.324 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.33:**

Copy (top right): "TIPS"

Photos:

Photo 11.331 (left)

Photo 11.332 (top)

Photo 11.333 (bottom)

Photo 11.334 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.34:**

Copy (top right): "TIPS"

Photos:

Photo 11.341 (left)

Photo 11.342 (top)

Photo 11.343 (bottom)

Photo 11.344 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.35:**

Copy (top right): "TIPS"

Photos:

Photo 11.351 (left)

Photo 11.352 (top)

Photo 11.353 (bottom)

Photo 11.354 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.36:**

Copy (top right): "TIPS"

Photos:

Photo 11.361 (left)

Photo 11.362 (top)

Photo 11.363 (bottom)

Photo 11.364 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.37:**

Copy (top right): "TIPS"

Photos:

Photo 11.371 (left)

Photo 11.372 (top)

Photo 11.373 (bottom)

Photo 11.374 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.38:**

Copy (top right): "TIPS"

Photos:

Photo 11.381 (left)

Photo 11.382 (top)

Photo 11.383 (bottom)

Photo 11.384 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.39:**

Copy (top right): "TIPS"

Photos:

Photo 11.391 (left)

Photo 11.392 (top)

Photo 11.393 (bottom)

Photo 11.394 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

**Page 11.311:**

Copy (top right): "TIPS"

Photos:

Photo 11.3111 (left)

Photo 11.3112 (top)

Photo 11.3113 (bottom)



Photo 11.3114 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

#### Page 11.312:

Copy (top right): "TIPS"

Photos:

Photo 11.3121 (left)

Photo 11.3122 (top)

Photo 11.3123 (bottom)

Photo 11.3124 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

#### Page 11.313:

Copy (top right): "TIPS"

Photos:

Photo 11.3131 (left)

Photo 11.3132 (top)

Photo 11.3133 (bottom)

Photo 11.3134 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

#### Page 11.314:

Copy (top right): "TIPS"

Photos:

Photo 11.3141 (left)

Photo 11.3142 (top)

Photo 11.3143 (bottom)

Photo 11.3144 (right)

Copy (bottom left): "©2014 Yes and no no girls llc. all rights reserved"

Photo 5.3 (bottom right)

Copy (bottom right): "DOWNLOAD BOOK HERE"

#### Page 11.4:

Heading: "CREATE + SHARE"

Text box 1: "First Name/twitter (Optional):"

Text box 2: "Age:"

Text box 3: "Country:"

Text box 4: "State/Province:"

Copy: "Life Is full of yes and no nos—share what your experiences have taught you below, in your own yes and no no tip. Remember, don't be afraid to tell it like it is and show us your outstanding wit. You may even see your yes/no no on our site or published in our books!"

Copy (bottom left): "YES"

Copy (bottom right): "NO NO"

Text box 5

Text box 6

Photo 13.2

**\*\* All text boxes other than Text box 1 and Text box 4 must include characters in order for user to link through photo 13.2 \*\***

**\*\* Text box 5 and Text box 6 must be set to a 120 character maximum—once the user hits 120 character max, they should not be able to type any more text into box\*\***

**\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc.—please let us know if you need further clarification) sent to a database that we can access\*\***

#### **Page 11.41:**

Heading: "CREATE + SHARE"

Copy (left): "YES"

Copy (right): "NO NO"

Copy (center) 1: "To complete submission, you must click this box which indicates that you understand and agree that any information submitted maybe posted or printed by the Yes and No No Girls, LLC at their sole discretion. Also understand that you should not use names of individuals or any information that would enable one to identify the source of the technology abuse."

Check box 1: "AGREE"

Copy (center) 2: If you desire to have your first name used then click the appropriate box, but first check with a parent if you're under the age of 18. The Yes and No No Girls, LLC believe in protecting peoples privacy and online identity. We ask you to refrain from disclosing any information in this submission that would lead one to identify you or others referenced in the fun yes and no no tips. We will not use last names."

Check box 2: "NAME YES"

Check box 3: "NAME NO"

Photo 13.1

Photo 13.2

**\*\* On this page, the two white boxes must show text submitted to Text Box 5 and 6 on page 11.4 in the appropriate spaces\*\***

\*\* “AGREE” check box and EITHER “NAME YES” check box or “NAME NO” check box MUST be checked off in order for user to link through photo 13.2 \*\*

\*\* If user links through Photo 13.1, all previously submitted text must be recovered in text boxes \*\*

\*\* When user links through Photo 13.2, all user-provided text must be grouped and labeled in accordance with the appropriate text boxes (i.e. group 1 includes text box 1: \_\_\_\_\_, text box 2: \_\_\_\_\_, etc. —please let us know if you need further clarification) sent to a database that we can access\*\*

\*\*When user links through Photo 13.2, it must be clear in the documented text whether they checked Check box 2 or Check box 3 \*\*

\*\*Check box 2 and Check box 3 cannot both be checked off simultaneously \*\*

\*\*Check box 1 and either Check box 3 OR Check box 2 must be checked in order for user to link through photo 13.2 \*\*

#### Page 11.42:

Heading: “CREATE + SHARE”

Copy: “THANK YOU FOR SUBMITTING. YOUR POST IS BEING REVIEWED”

#### Page 11.5:

Heading: “YES AND NO NO GIRLS (AKA YANNG): TECH ETIQUETTE”

Copy (wrap around image): “Just in case you’re still unsure, we’ve brought in the experts, the Yes and No No Girls, to help explain what’s okay to put online and what’s not. They know it all from the office to the bedroom and today, they’re bringing their expertise to you. They’re hip and up-to-date with what’s going on online, click here to see their hilarious tips! \*\* hyperlink “click here to see their hilarious tips!” to page 11.3 \*\* Click here to download their free book \*\* hyperlink “Click here to download their free book” to automatically download “YANNG ebook download” PDF \*\*, this helpful and hilarious book on tech etiquette will be an indispensable educational tool for kids, parents and schools.”

Copy (bottom left): “©2014 Yes and no no girls llc. all rights reserved”