Workshop 2:
Playing and Staying Safe Online
Instructor Handbook

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Workshop 2: Playing and Staying Safe Online

Overview:

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

This workshop is divided into three parts:

1. Personal is Personal.

2. Be Respectful to Yourself and Others.

3. "Street Smart" – be cautious when exploring and meeting new people.

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

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

Lesson Plan 1 (approx. 10 min.): Personal is Personal

Lesson Plan 2 (approx. 25 min.): Be Respectful to Yourself and Others

Lesson Plan 3 (approx. 10 min.): "Street Smart"

Teaching Tips:

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

1. Make sure your presentation is dynamic and engages the students. "Talking heads" are boring. Make the audience work, calling on different people – male and female.

2. Keep moving so students have something to watch. Try not to get stuck in a corner. Make eye contact with as many students as possible.

3. Research shows that youth respond better to positive rather than negative sets of directions. Use positive rather than negative language. "Craft positive messages and post positive images," is much better received than "Don't post bad things." Reinforce that positive behavior is the social norm.

4. Limit the amount you read from the board, screen or script. The script is an outline only. Add your own words and character!

Workshop 2
Lesson 1: Personal is Personal

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

From video: Guidelines to keep yourself safe online:

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

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

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

Description:

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

General Goals:

1. Students will learn how to create strong passwords.

2. Students will learn what information is appropriate to post in order to protect their private information and accounts online.

Objectives:

1. Student will identify characteristics of strong passwords (knowledge and comprehension).

2. Students will apply characteristics of strong passwords to create new passwords (application).

3. Students will analyze profiles of people and assess which ones maintain their privacy and reputation and which ones don't (evaluation).

Materials:

- Chart paper or chalk/white board or Smart board.

- Computer with Internet connection and screen projector device for presenter.

- Student Handouts booklet for each student.

Procedures:

1. Let the students know that in the workshop today they will learn about three topics: 1. How to keep personal information private. 2. Being respectful to yourself and others online and learning to deal with online "bullies." 3. How to avoid dangers online.

2. Ask students to fill out the "I Know/I Want to Know" activity sheet (Student Handouts). Instruct the students to write in the "I Know" column 1 thing that they already know in each category. On the "I Want to Know" column ask them to write one question that they would like to know in each category. Optional: ask students to share with the class what they wrote and write their questions from the "I Want to Know" column on the board. You can use the information in the "I Know" column later as a formative assessment tool.

3. Hand out Video Summary Staying Safe Online Part 1 (Students Handouts) and ask them to fill it out as they watch a short video. Say: "You are going to watch a short video (developed by the team at Google), about staying safe online". Show the video "Playing and Staying Safe Online." (www.ikeepsafe.org/youtube).

4. After the video, go over the rules with the students.

5. **Activity 1 – Creating Strong Passwords**

   In this activity you will address the subject of choosing strong passwords that no one else can guess and are easy to remember.

   Ask the students these Trivia questions:
   Who can guess what is the #1 most used password? (Answer: "1 2 3 4 5 6")
   Who can guess what is the #2 most used password? (Answer: "password")

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

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

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

6. **Activity 2 – Reputation Management**

   Hand out 3 **profiles** (Student Handouts) of 3 different online social network users.

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

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

   Discuss what could be modified.

   Use **Reputation Management Profile Answer Sheets** (Instructor Toolkit) for discussion points.

Workshop 2
Lesson 2: Be Respectful to Yourself and Others

Concept: Understand appropriate behavior when communicating online and what to do when someone violates it. This lesson comes after Lesson Plan 1 "Playing and Staying Safe Online, Part 1."

From video: Guidelines to keep yourself safe online:

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

1. Respect yourself.

2. Don't put up with bullies. Ignore or block people who harass you.

3. Don't be a bully. You can be blocked or banned.

4. If something happens online that makes you uncomfortable, tell a trusted adult.

Standards Addressed:

a. ALA Standard 8:2: Student respects intellectual property rights.

b. ALA Standard 8:3: Student uses information technology responsibly.

c. C3: I: A: Student understands and follows acceptable policies (at school, home and community), and understands the personal and societal consequences of inappropriate use.

d. C3:I:B: Student demonstrates and advocates for ethical and legal behaviors among peers, family, and community.

e. C3:I:D: Student makes ethical and legal decisions while using technology, technology systems, digital media and information technology when confronted with usage dilemmas.

f. C3:I:E: Student exhibits responsibility and Netiquette when communicating digitally.

g. C3:I:F: Student recognizes the signs and emotional effects, the legal consequences and effective solutions for Cyberbullying.

h. C3:I:H: Students understand the importance of online identity management and monitoring and advocates for others to understand the importance of Online Reputation Management.

i. C3: II:C: Student will demonstrate and advocate for safe behaviors among peers, family and community.

j. NETS: 5:a: Student advocates and practices safe, legal, and responsible use of information and technology.

k. NETS: 5:d: Student exhibits leadership for digital citizenship.

Description:

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

General Goals:

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

Objective:

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

Materials:

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

Activity Procedures:

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

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

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

3. Hand out Video Summary Staying Safe Online, Part 2 (Student Handouts) to the students. Go over the rules with students.

4. Discuss the fact that there are certain rules that apply online, hand out Online Citizenship Rules (Student Handouts), go over the rules with them and discuss what can be done if someone breaks the rules.

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

6. Ask: "Do you think it's easier to be mean online than offline? Why?" Discuss whether the fact that you can't see the other person makes it easier to behave in a mean way.

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

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

9. Instruct students to look at **Actions to Take with Online Bullies** in their Student Handouts. Discuss each option and identify when it is relevant to use. You can give specific examples and ask the students what they would do in each circumstance. For example:

   - If someone is threatening that they will tell on you if you don't do something for them, what should you do?

   - If someone is posting a message that uses offensive language, what should you do?

   - If someone is posting private information about you, what should you do?

   - If someone keeps harassing you by sending you messages that you don't want to get, what should you do?

Workshop 2
Lesson 3: Be Street Smart

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

From video: Be "Street Smart." Be cautious with new people you meet online.

1. Be "Street Smart."

2. Use your common-sense when you go exploring.

3. Be skeptical of new people you meet online, even if they seem nice.

4. Don't talk about sex with strangers.

5. If you decide to meet someone you only know from online:

    a. Meet in a public space.

    b. Bring friends with you.

    c. Tell an adult where you are going.

Standards Addressed:

a. ALA Standard 8:2: Student respects intellectual property rights.

b. ALA Standard 8:3: Student uses information technology responsibly.

c. C3: I: A: Student understands and follows acceptable policies (at school, home and community), and understand the personal and societal consequences of inappropriate use.

d. C3:I:B: Student demonstrates and advocates for ethical and legal behaviors among peers, family, and community.

e. C3:I:D: Student makes ethical and legal decisions while using technology, technology systems, digital media and information technology when confronted with usage dilemmas.

f. C3:I:E: Student exhibits responsibility and Netiquette when communicating digitally.

g. C3:I:F: Student recognizes the signs and emotional effects, the legal consequences and effective solutions for Cyberbullying.

h. C3:I:H: Student understands the importance of online identity management and monitoring and advocates others to understand the importance of Online Reputation Management.

i. C3: II:C: Student will demonstrate and advocate for safe behaviors among peers, family and community.

j. NETS: 5:a: Student advocates and practices safe, legal, and responsible use of information and technology.

k. NETS: 5:d: Student exhibits leadership for digital citizenship.

Description:

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

General Goal:

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

Objective:

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

Materials:

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

Activity Procedures:

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

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

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

3. Hand out Video Summary Staying Safe Online, Part 3 (Student Handouts) to the students. Go over the rules with students.

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

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

6. Instruct students to turn to Streets Smart Activity in their Student Handouts. Ask them to use their common sense in deciding what to answer in each of the scenarios.

Instructor Toolkit

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Workshop 2
Lesson 1: Personal is personal

I Know/I Want to Know

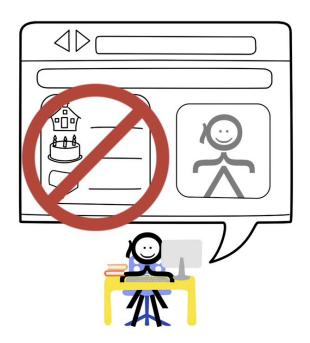| I Know	I Want to Know
How to keep personal information private online. Give example:	How to keep personal information private online. Your questions:
How to behave online and what to do if someone misbehaves. Give example:	How to behave online and what to do if someone misbehaves. Your questions:
How to avoid dangers online. Give example:	How to avoid dangers online. Your questions:

Workshop 2
Lesson 1: Personal is personal

Video summary: Staying Safe Online, Part 1

Private is Private. Don't share private information.

1. Personal is personal. Keep your private stuff private.

   a. Don't post personal information (name, age, school, address, phone number).

   b. Mark privacy settings.

   c. Keep passwords private.

2. Pick a password no one else is likely to guess.

3. Think before you post or share information.

Guidelines for creating strong passwords

DOs:

- Use at least eight characters.
- Use combinations of letters (upper case and lower case), numbers, and symbols.

DON'Ts:

- Don't use a word from the dictionary.
- Don't use any private identity information (name, address, email, phone number, social security number, mother's maiden name, birthdates, etc.).
- Don't use a password that is easy to guess, like your pet's name, your nickname, name of your school, baseball team, etc.

Safety guidelines:

- Don't give your password to anyone but your parents.
- Use a different password for different services you register with.
- Change your password on a regular basis, at least every six months.

How to remember your password:

- Create a descriptive sentence.
- Choose first letters or first two letters.
- Change some letters to symbols.
- Make some letters upper case and some lower case.

Example: Monica Green Loves to ski and hike at Lake Tahoe.

Password: MGl2s&h@LT

Workshop 2
Lesson 1: Personal is personal

Password Activity

Monica Green lives in San Francisco with her family (father Frank, mother Margaret, brother John, sister Jessica and a dog Rover) at 914 Noe St. Her birthday is March 4, 1996. She is a Giants fan and loves hiking, skiing and reading books. She just finished reading Harry Potter and the Chambers of Secrets and really loved it! She just opened a new Gmail account and is considering which password to use. Please help her choose between the following passwords:

Password	Rating*	Why
Green	Weak	Uses last name
FrMa0304	Moderate	First two letters of father, mother, birthday month and day
914NoeSt	Weak	Street address
Giants914	Moderate	Favorite baseball team and house number
Harry0304	Moderate	Uses part name of favorite book, birthday month and day
MoRo914	Moderate	First two letters of first name, dog name and house number
03041996	Weak	Birth date
Sk@ta96	Strong	Short for: "Skiing at Tahoe" and birth year
MGl2s&h@LT	Strong	Short: "Monica Green likes to ski and hike at Lake Tahoe"

▶ Please make up 2 more safe passwords for her that will be easy for her to remember. Use these guidelines:

- Create a descriptive sentence.

- Choose first letters or first two letters.

- Change some letters to symbols.

- Make some letters upper case and some lower case.

The sentence	The password
1.	
2.	

* Strong passwords are based on a descriptive sentence that is easy to remember and difficult to decipher.
* Moderate passwords are passwords that are strong and not easy to hack by software but may be guessed by someone who knows you.
* Weak passwords use personal information, are easy to crack and can be guessed by someone who knows you.

Workshop 2
Lesson 1: Personal is personal

Reputation Management: Profile 1

Name: Anna McKenna
Location: Palo Alto, CA. See map
Gender: Female
Age: 4/14/1963
Occupation: Art instructor
Hobbies: Snorkling, reading, museums
Contact information: anna@gmail.com

Anna's WALL:

Anna is surprising her husband for his birthday. Big party - Tapas, chocolate cake and chocolate Fondue... Yummy!
Sharon is planning to attend the surprise party. Remind me, what's the address?
Anna 415 Waverly St. Give me a call when U R close: (650) 333-3444
Anne is tired after a wonderful party. Hawaii, here we come! Packing for early departure tomorrow morning. Can't wait to relax for a week...

Photos:

Comments for the Teachers:

Anna posted some personal information that she should reconsider before making it available for everyone. Since she can't know for sure who has access to this information, it's better to be careful than sorry. Even if she marked the "privacy settings" option, someone may still forward this information to someone else.

Anna published all of her personal information: full name, location (city), her birthday and her personal email address. She also listed her occupation and her hobbies. All this information could be abused or used by spammers.

In her wall, Anna posts her exact address and phone number. This can be seen by everyone who is connected to her in the social network and potentially also by people who she didn't mean to expose this information to.

Right after disclosing her address and phone number, Anna's next post reveals the fact that they would be away from home for a week. This is sensitive information that is better not disclosed in this forum and could potentially be abused (by burglars, for example).

Workshop 2
Lesson 1: Personal is personal

Reputation Management: Profile 2

Name: Ellen White
Location: Chicago
Gender: Female
Age: 14
Occupation: Student, Jefferson Middle School
Hobbies: Partying
Contact information: (872) 333-3334

Ellen's WALL:

Ellen just finished uploading new photos. Check them out!
John ooooh girl. You are hot!
Miles sexxxxy
Carlo Smokin...
Ellen Thanks guys. Was fun partying last night.
Brie You are one GORGEOUS girl
Ellen is feeling depressed today. No fun. Why doesn't he love me?
Brie Erik is a morron. You'll get over him

Comments for the Teachers:

Ellen should be thinking about how she presents herself and what this could do to her reputation. She should be thinking who may have access to this information, now or in the future (she can erase it, but a "digital footprint" might still be available. For example, someone could have saved this information and could possibly post it again or email it). She should do the "grandma test" and ask herself whether this is something that she would want her grandmother (or College admissions, future employer, etc.) to see.

Ellen posted her personal information in the Contact information. Not a good idea.

The photo that she chose to put in her profile, and her hobby all say "Partying" – is that the image and reputation that she wants to portray?

In her Wall, Ellen talks about her personal feelings. This is not a good forum to post sensitive information that could potentially be used against you.

Reputation Management: Profile 3

Name: Chang
Location: California
Gender: Male
Age:
Occupation: Student
Hobbies: Hanging out
Contact information:

Chang's WALL:

Corey Hello my lovely friend - how are things? X (smack!)
Chang All good. Moving again. Urghhh
Corey Where to?
Chang Not sure yet. Will keep you posted. Will send my new address via email once i know.

Photos:

Comments for the Teachers:

Chang is careful about his personal information. He doesn't use his real photo, uses only his first name and discloses his general location.

Chang is courteous in his conversations.

He doesn't reveal private information in this forum but keeps personal information to more secure channels of communication.

Workshop 2
Lesson 2: Be Respectful to Yourself and Others

Video Summary: Staying Safe Online, Part 2

Be respectful to yourself and others. If you encounter a bully, block and tell.

1. Respect yourself.

2. Don't put up with bullies. Ignore or block people who harass you.

3. Don't be a bully. You can be blocked or banned.

4. If something happens online that makes you uncomfortable, tell a trusted adult.

Workshop 2
Lesson 2: Be Respectful to Yourself and Others

Online Citizenship Rules:

- Treat people online as if you are offline. Treat others as you would like to be treated.

- Be respectful, polite and considerate to anyone you meet. Don't use anonymity to abuse your power online.

- Think before you post. Protect your reputation.

- Don't be a bully. Do not use verbal abuse, don't attach or disrespect anyone by swearing, insulting, harassing or calling names. Do not write or respond to personal insults because it can give you a bad reputation.

- Avoid using all capital letters. IT LOOKS LIKE SHOUTING and is difficult to read.

- Use emoticons to convey your tone of voice and add personality and humor.

Popular emoticons (see more: http://netlingo.com/smileys.php):

:-)	:-@	:-O	:-X	:-(
happy	cursing	surprised	big kiss	sad

:-D	:~)	:-{	;-)
laughing	wondering	angry	wink

- Keep communication short and focused.
- Use abbreviations.

Examples (see more Internet Slang/Lingo: http://www.internetslang.com/):
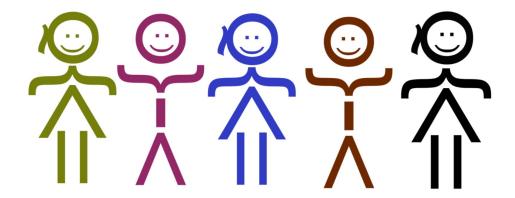
- BTW = By the Way.
- <G> = grinning.
- <TOY> = Thinking of You.
- <LOL> = Laughing Out Loud.
- <ROTFL> = Rolling on the Floor Laughing.
- <BRB> = Be Right Back.
- <LMK> = Let Me Know.

- E-mail: be cautious when choosing "Reply to All."

- E-mail: Don't use CC (Carbon Copy) to copy your message to everyone, just to those who really need it.

- Use BCC (Blind Carbon Copies) when sending a message that will go to a large group of people who don't know each other.

- Respect other people's time and privacy. Think before sending large attachments.

- Don't spam.

- Respect Copyrights. Don't copy information without getting permission.

- Learn the rules of different communities online and follow them. Different communities online have different rules.

Workshop 2
Lesson 2: Be Respectful to Yourself and Others

Actions to Take with Online Bullies:

- None.
- Tell an adult (teacher, parent, or other trusted adult).
- Flag message.
- Block user.
- Delete message.
- Inform administrator.
- Contact law enforcement such as Cyber Law Enforcement Organization and report cybercrime.
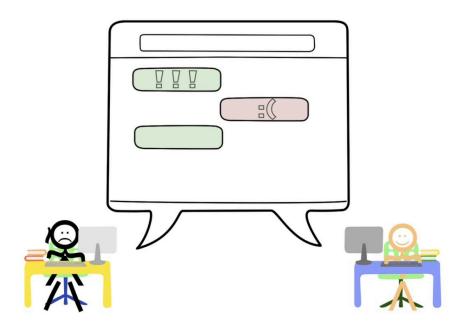
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Workshop 2
Lesson 3: Be Street Smart

Video Summary: Staying Safe Online, Part 3
Be "Street Smart." Be cautious with new people you meet online.

1. Be "Street Smart."

2. Use your common-sense when you go exploring.

3. Be skeptical of new people you meet online, even if they seem nice.

4. Don't talk about sex with strangers.

5. If you decide to meet someone you only know from online:

    a. Meet in a public space.

    b. Bring friends with you.

    c. Tell an adult where you are going.

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Workshop 2
Lesson 3: Be Street Smart

For each of the scenarios below, choose one or more options for a possible reply.
Comment to the teacher: All correct answers are in bold. Explanations for teacher in red italics

Scenario 1:

Scenario: You are on a popular social network and you get an invitation from a stranger asking to be added to your network.

Jason. You seem like a fun person to hang out with. Let's have some fun together! Can you add me to your Friends list?

- **Block Jason**. (*You can check who he is and decide to block him and not get any more messages from him.*)
- **Ignore Jason.**
- **"Hi Jason. Do I know you?"** (*If you are not sure, you can ask first.*)
- Add Jason to your Friends list. (*Not recommended, unless you verified who he is.*)
- Check Jason's Profile. If he seems OK, add him to your Friends list. (*Be cautious if you do that. Profiles are easy to fabricate. But you can check his friends list and see who he is connected to. His circle of friends can give you another way to gauge him.*)
- "Great to know new people in the neighborhood! I am new in this town. We can meet after school sometime (I go to Emerson Middle school)." (*Never good to give away personal information to people whom you don't know, especially online!*)

Scenario 2:

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

"Hey, this is Jen! Remember me from the summer?"

- Block Jen. (*This can be rude, if you actually know her. Use this option if you know her and don't want to get her messages anymore or if you know that you didn't meet any "Jen" in the summer.*)
- Ignore Jen. (*Same as above.*)
- **"Hi Jen. Do I know you?"** (*Good and safe option, if you are not sure.*)
- **"Hey! What's up? Nice to reconnect"** (*Good if you actually remember her from the summer.*)
- **If you are not sure: "Are you the girl with the red hair?"** (*Safe choice if you are not sure.*)
- "I don't remember you but we can still meet sometime." (*Never offer to meet with anyone you don't know.*)

Scenario 3:

Scenario: You get an email from someone you don't know. You just finished putting together a website with links to Hip Hop music.

Subject: Your website

Body: "Hey, I just saw your cool webpage. What is your phone number? I want to talk with you about it in person. I have a wonderful offer for you, worth a lot of money! Philip"

- **Put the email in the Trash.** (*This offer sounds a little suspicious. Be cautious when someone offers something that seems "too good to be true". Make sure not to click any links, if there are any.*)
- **Ignore** Leave it in your Inbox folder. (**You can leave it or delete.**)
- **Report email as Spam.** (*If you think this is not a legitimate offer, you can flag it as spam and any further emails from that address will go to the Spam folder.*)
- Reply with your phone number. (*Never a good idea to share personal information with strangers, especially online!*)
- "Hi Philip, thank you for sending the note. Is there a phone number that I can reach you?" (*If you think this is a legitimate offer that you would like to pursue, it's always better to ask for contact information than send it yourself. Check for verifying information, such as mailing address and other contact information, that might be added to the email. For example, does the email include a digital signature?*)
- "Hi Philip. Thanks, but no thanks." (*If you are not interested, it's better not to reply as sometimes just replying can trigger spam as it verifies that the email is a real one.*)

Scenario 4:

Scenario: You attended a party last night. The next morning you get a message to one of your favorite social networks.

- **Ignore.** (*There are no identifying cues for who that person is. If you are not sure, you can ignore. If someone wants to connect, they will try again.*)
- **Block message.** (*Also an option, if you don't want to get messages from that person again.*)
- "Sure!" (*Not a good idea, if you don't know who that person is.*)
- Add him/her to your friends list. (*It's better to verify first who that person is. Were you at a party last night? Did you really meet someone there? Is this that person?*)
- **"Who are you? Do we know?"** (*Good choice. It's always good to ask verifying questions.*)
- **See if you can track who this is.** (*Good choice. Is there a profile? Is there any contact information? Do you know any of the friends?*)

Scenario 5:

Scenario: After Math class with Mrs. Beckstrom you get this message on your cellphone.

"I am Mark from your Math class with Mrs. Beckstrom. Did u understand the homework?"

– Ignore. (*If you are indeed in Mrs. Beckstrom class, you might know that person. If you are not sure, ask questions to verify.*)

– Block the message. (*If you are indeed in Mrs. Beckstrom class, you might know that person. If you are not sure, ask questions to verify.*)

– **"Hi Mark. Are you the one sitting behind me?"**

– "Sure. Can explain after school" (*Good choice if you are sure who that person is.*)

– "Call me at (650) 333-3444" (*Unless you are certain that you know that person, it's not a good idea to send personal information.*)

– "I don't take Math with Mrs. Beckstrom but with Mr. Sneider" (*If the information doesn't match, you can reply but it's even better to ignore. If you reply, never give any more personal information, such as who you are really taking Math class with.*)

Scenario 6:

Scenario: You get a chat from someone who you are not familiar with.

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

– **Ignore.**

– **Block the message.** (*Never give strangers your address or other personal information.*)

– "Who are you?" (*The message sounds suspicious. It's better not to answer.*)

– "Is that you Lizi? U R CUTE too! I live in 240 Circle Ct." (*Never give strangers your address or other personal information, even if you assume you might know who it is. It might not be who you think it is.*)

– "Call me at (650) 333-3444 so I know who you are" (*Not a good idea to give a stranger your phone number or other personal information.*)

– "240 Circle Ct." (*Not a good idea to give a stranger your address or other personal information.*)