BEAT *the* THIEF

IDENTITY AND INTERNET SAFETY CURRICULUM

IDWISE

Brought to you by the Center for Identity
at The University of Texas at Austin

INTRODUCTION

Consider the following statistics:

» 96 percent of teens use social networking applications such as Facebook, MySpace, Chat rooms, and blogs [1]

» 70 percent of children ages 7 to 18 years old have accidentally encountered online pornography, often through a web search while doing homework. [2]

» 17 percent of tweens surveyed said they have received an email or online message with photos or words that made them feel uncomfortable. [3]

» 20 percent of teenage Internet users have been the target of an unwanted sexual solicitation (requests for sexual activities, chat, or information. [4]

» 65 percent of 8 to 14 year olds have been involved in a cyberbullying incident [5]

» Children are targeted for identity theft 35 times more often than adults. [6]

» Close to 11 percent of all children may have someone else using their Social Security number. [7]

Internet safety is a growing concern for parents and educators. As our children's interaction with the digital world increases, so do the threats to their privacy, their emotional well-being, and their physical safety.

In order to help children navigate an increasingly digital world, the Center for Identity developed the online game "Beat the Thief". These lesson plans and exercises were created to reinforce the learning objectives of the game.

Intended Audience and Purpose

This package is designed for use in 3rd and 4th grade classrooms. The target audience is children who have some experience with computers and online activity, but have not yet begun exploring social media. The purpose of the curriculum is to help children understand what kinds of information are acceptable to share publicly and what should only be shared privately. The curriculum also emphasizes, through class discussion and follow-up assignments, that students at this age should engage a responsible adult when using the Internet and sharing personal information.

[1] http://www.guardchild.com/statistics/

[2] http://www.guardchild.com/statistics/

[3] http://www.guardchild.com/statistics/

[4] http://www.guardchild.com/statistics/

[5] http://www.guardchild.com/statistics/

[6] https://www.allclearid.com/plans/child/2012-research/

[7] https://www.allclearid.com/plans/child/2012-research/

Assignments and in-class exercises engage students in both writing and math exercises, and engage family members to extend awareness about the topic into the home environment as well.

Learning Objectives

At the end of this unit, students will be able to:

» Differentiate between what information is safe to share publicly online and what should be shared privately

» Understand which methods of digital communication are private (text, email) and which are public (Facebook, Twitter, etc.)

» Describe the risks of clicking on online advertising or email links

» Determine when it is safe to open an email

» Understand the characteristics of a strong password

Lessons and assignments are designed to support the Texas Essential Knowledge and Skills for Grade 3, including:

» Technology Applications 5a, 5d, 5e, 5f, 5g

» English Language Arts and Reading 13c, 20a, 29a, 29b, 31

» Mathematics 3.13a, 3.14a,3.15a

» Social Studies 17c

Introduction/Large group discussion

ASK AND DISCUSS THE FOLLOWING:

» Who has a computer at home? (Answers will vary according to school).

   › If several students do not have home computers, discuss the other places one might have access to a computer. The public library, school library, and school classrooms are the most obvious answers.

   › For those that do have a home computer, ask where the computer(s) are located. Students who state their computer is in the kitchen, living room, or other common area should be questioned further as to why they think that is the case.

   › Keeping children safe while using the computer should be the paramount theme during the entire discussion.

» How many of you use the internet for games? (Most students will state the affirmative to this question. For those that do play games on the Internet, discuss some of the commonly played sites.)

   › Why are these popular?

   › Do these sites allow you to chat with others?

   › Do the students think this is a good or bad thing?

   › How many have seen advertisements or links to other sites?

   › Has anyone clicked these? What happened?

   › Reiterate throughout the discussion the importance of visiting sites that you have approved through a trusted adult only, and only stay within that site to play games.

» What about research for school?

   › What search engines have students used?

   › Is there a trusted adult close by in order to lend guidance if needed?

   › Why do students think this is important?

» Communication with friends/family?

   › How do students think their teacher, as a child, communicated with a friend who moved to another city, versus how it is done today?

› Do any students have Facebook/Instagram/Twitter/personal blog?

› Why would you want to announce a vacation to your friends via personal email instead of one of these social media sites? Most 3rd or 4th graders shouldn't have access to these sites, though they likely have a friend or family member who does.

› What age do they think would be appropriate to have a personal social media account? Teachers should stress the responsibility that comes with social media sites.

Pre-assessment

Pass out pre-assessment and instruct students to answer each question to the best of their ability. When finished, give answers orally. Remind students that the purpose of the pre-test is to determine how much they already know, and that it is ok if they do not know the correct answers just yet.

Small group discussion/activity

Divide students into groups of 3 or 4 and allow them to discuss their pre-test answers.

Homework

Send home additional pre-assessment survey for parent(s) to take.

Individual instruction

Pass out the "Good Choice or Bad Choice?" worksheet. Have students read the scenarios, decide whether the student made a good choice, and then mark the answer. The instructor must stress the entire time that the ultimate goal of the adult is not to just teach the child how to use the computer correctly, but safely. Always ask the question**: Is this completely safe? If the answer is no/maybe/I'm not sure, then a trusted adult should always be present or consulted before a decision is made.**

Whole class discussion

Call on students to read scenarios aloud, and share their answer. Then discuss as a class if the answer is correct, and why or why not. The instructor should reiterate the entire time that the ultimate goal of the adult is not to just teach the child how to use the computer correctly, but safely. Again, always ask the question: **Is this completely safe? If the answer is no/maybe/I'm not sure, a trusted adult should always be present or consulted before a decision is made.**

Homework

Send home a survey for students and parents to take together. The next day, collect the information and use it in a math lesson. Students will add up each category and divide it by the number of surveys in order to find the mean. The answers will then be charted into a bar graph or pictograph.

Individual exercise

Allow each student 20-30 minutes to play online game Beat the Thief.

Writing assignment

Pass out worksheets and discuss cause/effect. Have each student write a short story which demonstrates cause and effect based what they learned from the video game.

Post-lesson assessment

Pass out the post-assessment and instruct students to answer each question based on what they have learned.

When finished, review answers orally.

Homework

Send home safety pledge for students and parents to discuss and sign.

Pre-Test

Name ———————————————————

True or False

1. ——— You must use your real name when accessing websites.
2. ——— You must be under 18 to play kids' internet games or use gaming chat rooms.
3. ——— If I have a question or concern when I'm using the computer, I have an adult I can go to.
4. ——— Once I get to know someone online, it's OK to tell them my real name.
5. ——— Giving someone my birthdate isn't a big deal.
6. ——— If I'm on a game website, it's OK to click on the ads if I find them interesting.
7. ——— Only adults can have their information stolen.
8. ——— It's OK to download automatic software updates on my computer.

Multiple Choice

9. You should keep the following private while exploring the internet:
   a. Your name
   b. Your birthdate
   c. Your address
   d. All of the above
10. When checking your email, it's OK to open messages from the following:
    a. Friends and family to whom you've given your email address
    b. Businesses you've heard about
    c. Contests to win a TV or cell phone
    d. All the above

Good Choice or Bad Choice? (Day 2 Individual Instruction)

Name _____

Directions: Read each scenario, then circle whether or not the child made a good choice.

1.   YES or NO   David wants to invite his friends to his birthday party. He sends an email invitation only to his friends.

2.   YES or NO   Barbara receives an email from a business giving away a cruise for four. She opens the link.

3.   YES or NO   Taylor is playing her favorite game online. In the corner of the page is a box with a picture of a princess along with a link promising more fun games. Taylor does not click on the link.

4.   YES or NO   While in a chat room with a friend, Steven gives her his address so she can send him a birthday invitation.

5.   YES or NO   Susan is playing a game online. She receives a message from Hannah, who says she is a 9 year old girl. Susan mentions she is also 9, and they start communicating.

6.   YES or NO   Before setting up an account to a new game, Charlie waits to ask his mom.

7.   YES or NO   Jason chooses a password with letters and numbers that include his initials and birthdate.

8.   YES or NO   In order to sign up for a new game, Luke must give his birthdate and Social Security number. He decides not to sign up after all.

9.   YES or NO   Jessica waits until her family returns from their vacation before posting pictures.

10.   YES or NO   Casey asks her parents to allow her to sign up for an email account, and makes sure they have her address and password.

Family Internet Safety Poll (Day 2 Homework)

Name _____

Answer each question by rounding to the nearest hour.

1. How many online accounts do your parent(s) have? _____
2. How many different passwords does your parent/guardian use? _____
3. How many hours do you spend per average week playing games on the internet? _____
4. How many people live in your house? _____
5. How many computers are in your house? _____

Cause/Effect Writing Assignment Based on Beat the Thief Game (Day 3 Writing Assignment)

Name: _____

Cause is an action that makes something happen.

Effect is the result of that action.

Cause and effect can be negative.
Ex) Jack didn't brush his teeth daily (cause), so he got cavities (effect).

It can also be positive.
Ex) Jill earned a good grade on her test (effect), because she studied hard (cause).

Directions: Write a short story using what you learned from the Beat the Thief game. You must include 2-3 examples of cause and effect.

Internet Safety Pledge (Day 3 Homework)

I, _____ , promise to always do the following when using the computer:

» Use the computer only when given permission.

» Use only websites that a trusted adult has permitted.

» Ask permission before visiting a new website or computer game.

» Give a trusted adult all my passwords, but not share them with anyone else.

I, _____ , also understand that personal information should never be given out unless a trusted adult has given me specific information. This includes:

» My full name

» My address

» My phone number

» My personal email

» My Social Security number

As your trusted adult, I promise to support you in your pledge, and do my best to make your computer use safe and enjoyable:

_____

Post- Test

Name _____

True/False

1. _____ Everyone has a computer in their own room.
2. _____ If I post information, but delete it soon after, it can still be found.
3. _____ I should never open an email unless it's from someone I know.
4. _____ I should give my parents the password to all of my accounts.
5. _____ Sharing my birthdate in a chatroom is OK as long as only my friends are there.
6. _____ Never accept friend requests on social media unless you know the person.
7. _____ Identity theft of children is not a common occurrence.
8. _____ My computer automatically notifies me of malware.

Multiple Choice

9. The following is unsafe to post on social media:
   a. Announcing you're going on a vacation
   b. Pictures while you're on a trip
   c. Check-ins at places while you're sightseeing
   d. All the above
10. One way to keep your accounts secure is:
    a. Remember your password by making it your birthdate.
    b. Always keep the same password.
    c. Choose a password containing a letter and multiple random numbers.
    d. All the above