Cyber Savvy

A Positive Norms Approach to Digital Safety

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"Students are very interested in what they and their peers think about themselves and are responsive to what student leaders have to say. When we set up a situation where we have them telling themselves what they think about how they treat each other, nothing any expert says can ever compete with that." - Gary McDaniel, Clinical School Social Worker in West Virginia

Cyber Savvy is a positive norms approach to teach students about digital safety, including effective digital decision-making and social networking, safe posting of personal information, digital relationships, cyberbullying, and digital dating/exploitation. The program is designed for upper intermediate and middle school students (5th grade to 8th grade) and middle and high school students (7th grade to 12th grade).

Cyber Savvy makes use of an online survey to gain insight into student norms, strategies, and experience with negative incidents both as a target and a witness. Schools use this data to support instruction and positive norms/effective skills messaging. Safe school personnel can also use the data for needs assessment of digital risk. Repeat use of the survey allows the school to assess effectiveness in increasing positive norms and effective strategies and decreasing victimization and distress.

Cyber Savvy fully addresses the issues schools are required to address under the Children's Internet Protection Act.

Cyber Savvy Youth

- **Keep Themselves Safe.** They understand the risks,-and they know how to avoid getting into risky situations, to detect whether they are at risk, and to effectively respond.

- **Present a Positive Image.** They present themselves online as someone who makes positive choices.

- **Respect Others.** They respect the rights, privacy, and property of others and treat others with civility.

- **Take Responsibility for the Well-being of Others.** They help others and report serious concerns to a responsible adult.

Objectives of Cyber Savvy

- Students will:

  - Engage in safe behavior to avoid damaging their own reputation and avoid placing themselves in a situation where they could be victimized by hurtful actions of others.

  - Engage in responsible behavior to avoid causing harm to others.

  - Effectively respond to any negative situations that might occur in a manner that will reduce distress.

  - Positively intervene if they witness a peer being harmed or engaging in actions that could place that peer at risk of being harmed or harming others.

Issues Addressed in Cyber Savvy

- **Remember, What You Do Reflects on You** Effective decision-making when using digital technologies.

- **Think Before You Post.** Safely and responsibly posting personal contact information, personal information about self, and personal information about others.

- **Wisely Connect.** Safe digital interactions with friends, acquaintances, and online strangers.

- **Embrace Civility.** Reducing cyberbullying, limiting its harmful effects, and increasing positive peer intervention.

- **CyberRelate Safely.** Addressing safe digital personal relationships, abusive digital relationships, and digital sexual exploitation and increasing positive peer intervention. (Some of the questions from this section are shifted to Wisely Connect for younger students.)

Positive Social Norms

Cyber Savvy uses a positive norms approach, which has been found to be effective in risk prevention. The majority of teens make positive choices online and effectively handle the negative situations that occur. When students recognize the majority of their peers are taking steps to keep themselves safe, do not intend to harm others, and do not like to see others harmed, they are more likely to engage in the same kinds of behavior.

Students are far more likely to listen to their peers on issues of digital use, because they perceive that adults do not fully understand, and often fear, their digital actions. Schools are recommended to implement strategies that will engage students in leadership roles in presenting and leading the discussions on these issues. For example, a student leadership class of older students could be charged with the responsibility of making the presentations and leading the discussions.

Resiliency, Effective Response, and Positive Peer Intervention

Cyber Savvy recognized the fact that adults are not generally present in the digital environments where young people get into difficult situations. Therefore, a strong focus of this program is on ensuring students learn the strategies they can use to independently respond to these situations.

Further, those students who are at greatest risk of making mistakes and not responding effectively are often those who are far less willing to ask an adult for help. Therefore a major focus of Cyber Savvy is on encouraging positive peer intervention.

Cyber Savvy Survey

There are two versions of the Cyber Savvy Survey ~ one version for 7th-12th grade students, the other for 5th-8th grade students. The overlap is intentional. The difference between the surveys is the degree to which they address digital personal relationships and sexual exploitation. Schools should select the version they think best for their community.

The Cyber Savvy Survey has several parts:

- Norms and strategies addressing the topics outlined above.

- Questions of students who have been targets in negative incidents.

- Questions of students who have witnessed negative incidents involving other students.

Instructional activities are built on all the questions. Completing the Survey itself can be considered an instructional intervention, because completion of the Survey requires students to think about their online actions, decision-making, and consequences.

Cyber Savvy Implementation Approach

The Cyber Savvy implementation approach is:

- Decide which survey is most appropriate for your school population and arrange for its delivery.

- Obtain appropriate parental informed consent. Note: parental consent requirements vary in the states. Sending an opt-out notice to parents and providing opt-out information on the survey for students will meet the requirements in most states. Some states have more stringent requirements associated with surveys that ask potentially embarrassing mental and psychological conditions, sexual behavior and attitudes, and illegal, anti-social, self-incriminating, or demeaning behavior. The Cyber Savvy Survey has been carefully designed to avoid asking students questions of this type. On the more sensitive issues, students are only asked about victimization, not their engagement in questionable behavior. However, it is important for schools to obtain a local review of their state requirements for consent for students to complete this Survey.

- Have students complete the survey. The Survey can be completed in a class session. Students can take the survey using a computer, tablet, or using their smart phone. Use the data to create a slideshow for presentation.

- The manner in which the Cyber Savvy instruction is provided will differ based on the school's operational patterns. It is recommended the school create a student Cyber Savvy Leadership Team to coordinate the Cyber Savvy program. Strive to have this group as diverse as possible, so that individual members of this group will have credibility with other students. This could also be coordinated by a community service class. It also would be possible to use students from high school to present to middle school students or middle school students present to upper elementary students.

- Administer the Cyber Savvy Survey at the beginning of the next year. This Survey delivery will allow the school to determine changes in social norms, strategies, victimization, resilience/response, and helpful witnesses and will support the delivery of instruction for this year. It likely will be possible to survey a smaller group of students in this subsequent administration, for example only incoming 9th grade students (needs assessment) and continuing 10th grade students (evaluation). For the second and subsequent years delivery of instruction, the focus for direct instruction might be on the entering grade level of students. Delivery of instruction to other students would be through the informal messaging and instruction integrated into other instructional classes.

Effective Risk Prevention

Cyber Savvy functions in accord with the risk prevention triangle.

- Cyber Savvy provides universal constructive education that transmits the positive social norms, practices, and effective strategies.

- Cyber Savvy teaches students the necessary skills to enable them to effectively assist their friends in resolving negative situations.

- Cyber Savvy helps students recognize serious concerns and recognize the need to report these concerns to a responsible adult

The Situation

Cyber Savvy addresses the issues required under CIPA.

In the United States, Protecting Children in the 21st Century Act amended the Children's Internet Protection Act (CIPA) to require that schools that receive E-Rate funds for technology teach Internet safety, including social networking safety and cyberbullying.

Cyber Savvy provides accurate insight and helps students learn effective skills.

A significant amount of current Internet/digital safety messaging and curriculum contains inaccurate fear-based information and transmits simplistic rules against normative digital behavior that could be risky in some situations, but is not always associated with risk or harm.

A recent study assessed the U.S. DOJ-funded programs that are frequently used in schools, including by law enforcement officials, focusing on materials from NetSmartz, I-Safe, IKeepSafe, and WebWise Kids. The conclusion was: "Our study found that that the educational approach and messages of most current [Internet Safety Education programs (ISE)] fail to incorporate critical elements of effective prevention education. Our analysis of four leading ISE programs and survey of ICAC Task Force ISE presenters found that the current approaches to ISE lack: 1) research-based messages; 2) skill-based learning objectives; 3) opportunities for youth to practice new skills; and 4) sufficient time for learning."[1] Cyber Savvy is based on accurate, research-based insight into the risks, focuses on skill-based learning, provides opportunities for students to practice, and is not a "one-shot" program.

Cyber Savvy uses a positive social norms approach that has demonstrated effectiveness in risk prevention.

The vast majority of teens make good choices when using digital technologies, respond to the negative situations that do occur in an effective manner, and are not overly distressed by these situations. However, younger and more protected youth may make more mistakes and have greater difficulties in responding. Some teens are more vulnerable or at high risk. Cyber Savvy supports savvy students as leaders in providing effective insight and guidance to younger, less savvy, or more vulnerable peers.

Cyber Savvy supports student-led instruction, with teachers as "guides by the side."

Teens often reject direct instruction from adults about digital safety because they do not think adults fully understand their digital culture and interactions. Teachers who try to directly teach digital safety as "sages on the stage" will often "trip on their togas." Cyber Savvy allows teachers to be "guides by the side" and provides the opportunity for student-led discussions and instruction.

Cyber Savvy focuses strongly on increasing positive peer intervention, including reporting serious concerns to an adult who can help.

Many teens do not report negative situations to adults. Sometimes this is because they effectively handled the situations. But it also appears they often do not trust that adults can effectively help. Many approaches to risk prevention involve increasing adult supervision in places that present greater risks. This is not possible in digital environments. Very often, other teens know that their peers are being hurt or are at risk. Cyber Savvy empowers savvy students to more effectively guiding a peer who has gotten into a negative situation, positively intervene, and detect if a negative situation is serious and should be reported to an adult who can help.

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1 Jones, L.M., Mitchel, K.J., & Walsh, WA (2013)Evaluation of Internet Child Safety Materials Used by ICAC Task Forces in School and Community Settings. https://www.ncjrs.gov/pdffiles1/nij/grants/242017.pdf.

Positive Social Norms

Cyber Savvy's positive social norms approach can increase students' positive attitudes and behavior when using digital technologies.

Cyber Savvy is ground in research insight related to the use of positive social norms to encourage positive attitudes and behavior. The National Social Norms Institute has explained the positive social norms approach as follows:[2]

> Until recently, the predominant approach in the field of health promotion sought to motivate behavior change by highlighting risk. Sometimes called "the scare tactic approach" or "health terrorism," this method essentially hopes to frighten individuals into positive change by insisting on the negative consequences of certain behaviors. Think of the image of a crumpled automobile, flashing red lights, and the tag line "Speed kills!" and you will have a sense of this kind of public health campaign.

> As sociologist H. Wesley Perkins has pointed out, however, this kind of traditional strategy "has not changed behavior one percent."[1] In 1986, he and Alan Berkowitz published the findings from their research revealing that most students on their campus thought that the norms for both the frequency and the amount of drinking among their peers were higher than they actually were, and that students generally believed that their peers were more permissive in their personal attitudes about substance use than was in fact the case.[2] Correcting such misperceptions, these researchers suggested, might reduce heavy drinking and related harm.

> These findings, along with concurrent research in the field of Wellness regarding resilience—and identifying protective factors and protective behaviors—revolutionized the field of health promotion and spearheaded the development of the approach now widely known as social norms. For many years, prevention efforts had focused almost exclusively on the problems and deficits of particular populations. The work emerging from those employing the social norms approach, however, began to demonstrate the effectiveness of promoting the attitudinal and behavioral solutions and assets that are the actual norms in a given population.

> Essentially, the social norms approach uses a variety of methods to correct negative misperceptions (usually overestimations of use), and to identify, model, and promote the healthy, protective behaviors that are the actual norm in a given population. When properly conducted, it is an evidence-based, data-driven process, and a very cost-effective method of achieving large-scale positive results.

> Finally, although most of the positive results documented in the literature to date have used social norms to address alcohol, a number of universities, high schools, communities, and organizations are using this approach to address other issues as well, such as tobacco prevention, seat-belt use, sexual assault prevention, and academic performance.

Thus, the social norms theory suggests that people misperceive the attitudes and behaviors of others in ways that reduce their willingness to intervene.

> Human beings act within a social context that serves to inhibit or encourage healthy behaviors, and environments can serve to either inhibit or encourage violence. Violence prevention is facilitated when individuals can identify situations with the potential for violence and then act to prevent it. Whether someone intervenes is in turn influenced by the extent to which they feel that others in their immediate environment share their concerns and will support their efforts.[3]

Research studies consistently find that students perceive those who engage in bullying as "popular" and "cool." The Youth Health and Safety Project used a social norms based approach to reduce bullying in middle schools. They collected school-based data about students' perspectives on bullying. This data was then shared with students in posters with statements such as ""87% of the students at (name of school) really do not like to see people be hurtful to others."[4] This simple intervention led to a reduction in the reported incident rate of bullying between 18% and 35%.

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2 http://www.socialnorms.org/FAQ/FAQ.php (citations omitted).

3 Berkowitz, A.D.(2010) Fostering Healthy Norms to Prevent Violence and Abuse: The Social Norms Approach. In Kaufman, K. Ed, The Prevention of Sexual Violence: A Practitioner's Sourcebook, NEARI Press. Page 3.

4 http://www.youthhealthsafety.org/bullying.htm.

Positive Peer Intervention

The key direct objectives of a positive peer intervention program are to: Increase positive intervention by peers who witness hurtful situations. Decrease the overall incident rate of such negative incidents. Decrease the degree of distress of the target in these situations.

Research Insight into Positive Peer Intervention

Insight into positive peer intervention is based on an extensive synthesis of the research primarily focusing on influencing positive peer intervention in bullying situations. This research is available from Embrace Civility in the Digital Age.

Most bullying is socially motivated; that is done for the purpose of attracting attention or gaining power.[5] This especially appears to be the case with cyberbullying, where being hurtful often generates significant attention.[6] Those students who are targeted often have lower social status and are perceived as "different," which makes it safer to target them.[7] Many students think those who engage in bullying are "cool," but they are generally not well-liked. [8]

The number of bullying incidents that come to the attention of adults, either through supervision or report, is the "tip of the iceberg." Most bullying does not occur in the presence of adults and often, students do not report to adults.[9] In a recent study, the Youth Voice Project, only 42% of students who had been bullied told an adult at school, but 71% told a friend.[10]

Most students think bullying is wrong and most feel sorry for the target and many express a desire or intent to help.[11] When peers do step in to stop the hurtful behavior, they are often effective. [12] Targets with supportive friends are less distressed.[13] But when bullying occurs, far fewer students who think they should help, actually step in to help. [14]

Factors that Support or Discourage Positive Peer Intervention

Factors that appear to support positive peer intervention include:[15] Noting a hurtful situation. Interpreting it correctly. Feeling personally responsible. Having sufficient personal power. Having effective intervention skills. A supportive social environment.

The factors that appear to discourage positive peer intervention include: [16] Diffusion of responsibility -- "Someone else should be responsible." Audience inhibition -- "I could fail or embarrass myself." Social influence -- "No one else is doing anything."

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5 Salmivalli, C, (2010) Bullying and the Peer Group: A Review. Aggression and Violent Behavior. 15, 112-120.; Salmivalli, C., & Peets, K. (2008). Bullies, victims, and bully–victim relationships. In K. Rubin, W. Bukowski & B. Laursen (Eds.), Handbook of peer interactions, relationships, and groups (pp. 322–340). New York: Guilford Press.

6 This insight is based on the author's work in this field. The issue of attention getting motivation has not been studied.

7 Hodges, E. V. E., & Perry, D. G. (1999). Personal and interpersonal antecedents and consequences of victimization by peers. Journal of Personality and Social Psychology, 76, 677–685.

8 Rodkin, P., Farmer, T., Pearl, R., & Van Acker, R. (2006). They're cool: Social status and peer group supports for aggressive boys and girls. Social Development, 15, 175–204; Simona, et. al., supra; Salmivalli (2010), supra.

9 U.S. Department of Justice, Bureau of Justice Statistics, supra.

10 Stan Davis & Clarisse Nixon. (2010) Preliminary results from the Youth Voice Research Project: Victimization & Strategies. Youth Voice Project. http://www.youthvoiceproject.com.

11 Rigby, K., & Slee, P. T. (1991). Bullying among Australian school children: Reported behavior and attitudes toward victims. Journal of Social Psychology, 131, 615–627; Rigby, K., & Johnson, B. (2006). Expressed readiness of Australian schoolchildren to act as bystanders in support of children who are being bullied. Educational Psychology,

12 Hawkins, et. al., supra.

13 Sainio, M., Veenstra, R., Huitsing, G., & Salmivalli, C. (2011). Victims and their defenders: A dyadic approach. International Journal of Behavioral Development, vol. 35 no. 2 144-151; Salmivalli (2010), supra.

14 Salmivalli, C., Lappalainen, M., & Lagerspetz, K. (1998). Stability and change of behavior in connection with bullying in schools: A two-year follow-up. Aggressive Behavior, 24, 205–218; Rigby & Johnson, supra; Henderson & Hymel, supra; O'Connell, et. al, supra; Salmivalli (2010), supra.

15 Latane, B., & Darley, J. M. (1968). Group inhibition of bystander intervention in emergencies. Journal of Personality and Social Psychology, 10, 215–221; Salmivalli (2010), supra.

16 Salmivalli (2010), supra.

If a student sees a situation, thinks that he or she ought to intervene, but does not, that student will often try to rationalize the lack of a response.[17] The most common rationalizations are: Reconstruction of conduct -- "It was just a prank." Denying responsibility -- "Someone else was responsible." Disregarding harmful consequences -- "It wasn't that bad." Dehumanizing victim -- "He or she deserved it."

Increasing Positive Peer Intervention

To increase positive peer intervention requires addressing both personal factors and social/environmental factors.

Personal Factors

Motivation is ground in a feeling of personal responsibility for well-being of others, acceptance of differences, affective empathy, and a feeling of personal connection.[18]

The Personal Power factor relates to comparative social status between the aggressor, target, and students who witness a bullying situation.[19] If a witness is not as powerful as higher social status aggressor, intervention raises a risk of embarrassment or retaliation. Also, if witness becomes associated with lower social status target there can be a risk of embarrassment.

Self-efficacy includes both effective skills and confidence in those skills.[20] The confidence factor is likely related to Personal Power.

Social/Environmental Factors

Students may have Friendships with either aggressors or targets.[21] Those witnesses who are friends with targets are likely to reach out to help their friends. The friends of aggressors are more likely to join in, encourage, or support their friend who is being hurtful. If a witness is friends with both, he or she may help to resolve or mediate the conflict or may just do nothing. Those who are friends with neither could step in to help, do nothing, or join in the harm, all depending on Personal Factors.

Issues related to School Climate include:[22] The importance of maintaining a culture of acceptance--"We celebrate differences." Intolerance of hurtful behavior--"We don't do that here." Staff modeling that reinforces the importance of intervening--staff intervene in incidents they witness. Expression of the importance of shared personal responsibility--"Everyone is responsible for stopping bullying." Address potential conflicts with school rules or expectations-- "No MYOB if someone is being hurt" and "Stop to help, don't worry about being tardy." Be exceptionally attentive to the effectiveness of staff interventions--if the interventions by school staff are not effective, students will not report concerns.

The Perceived Expectations of Peers has been identified as a critically important factor.[23] What students think other students think about those who are hurtful, those who support those being hurtful, and those who step in to help is highly influential. Students often behave in accord with what they perceive peer norms to be. When those norms discourage peer aggression and support positive peer intervention, the number of students who are willing to act in a positive manner increases.

17 Bandura, A. (1991). Social cognition theory of moral thought and action. In W. M.Kurtines & J. L. Gewirtz (Eds.), Handbook of moral behavior and development (Vol. 1, pp. 45-96). Hillsdale, NJ:Lawrence Erlbaum; Pozzoli, T. & Gini, G. (2010) Active defending and passive bystanding behavior in bullying: the role of personal characteristics and perceived peer pressure, Journal of Abnormal CHild Psychology, Aug;38(6):815-27

18Salmivalli, C., & Voeten, M. (2004). Connections between attitudes, group norms, and behaviors associated with bullying in schools. International Journal of Behavioral Development, 28, 246–258; Caravita, et. al. , supra; Gini, G., Albiero, P., Benelli, B., & Altoe, G. (2007). Does empathy predict adolescents' bullying and defending behavior? Aggressive Behavior, 33, 467–476; Pöyhönen, V., Juvonen, J., & Salmivalli, C. (2010). What does it take to stand up for the victim of bullying? The interplay between personal and social factors. Merrill-Palmer Quarterly, Merrill-Palmer Quarterly: Vol. 56: Iss. 2, Article 4; Menesini, E., Codecasa, E., & Benelli, B. (2003). Enhancing children's responsibility to take action against bullying: Evaluation of a befriending intervention in Italian middle schools. Aggressive Behavior, 29, 10–14; Simona, C.S., Caravits, P.D., & Silmivalli C. (2008) Unique and Interactive Effects of Empathy and Social Status on Involvement in Bullying Social Development, Vol. 18, No. 1., pp. 140-163

19 Pöyhönen, et. al. supra; Pozzoli & Gini, supra, Sainio, et. al, supra,; Salmivalli (2010), supra

20 Bandura, A. (1995). Self-efficacy in changing societies. New York: Cambridge University Press;, Pozzoli & Gini, supra.; Gini, et. al., supra.

21 Ferrans, S.D., Selman, R.L. & Feinberg, L.F. (2012) Rules of the Culture and Personal Needs: Witnesses' Decision-Making Processes to Deal with Situations of Bullying in Middle School. Harvard Educational Review Vol. 82 No. 4 Winter.

22 Thornberg, R, (2007) A classmate in distress: schoolchildren as bystanders and their reasons for how they act, Social Psychology of Education, Vol. 10, No. 1. pp. 5-28.

23 Pozzoli & Gini, supra.; Rigby & Johnson, supra. Salmivalli (2010), supra.

Curriculum Objectives

The instructional objectives that will be set forth below are grounded in the following overall curriculum objectives, including National Health Education Standards, the National Educational Technology Standards, and Information Literacy Standards.

In the following sections, the initial standard is the original standard. The indented standard is the application to digital technology issues. An important additional aspect to these objectives addresses responsibilities to engage in positive peer intervention to support the well-being of others.

National Health Education Standards

Source: Center for Disease Control School Health Education Resources.[24]

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

    - Students will comprehend concepts related to risks to their health and well-being associated with the use of digital technologies.

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

    - Students will analyze how their use of digital technologies, and their digital interactions peers and adults and digital media and advertisers can influence their attitudes and behavior related to their health and well-being.

- Students will demonstrate the ability to access valid information and products and services to enhance health.

    - Students will demonstrate the ability to access digital resources that provide information, support, and referral services related to health and well-being and to effective assess the credibility of such resources.

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

    - Students will demonstrate the ability to use digital communication technologies to enhance health, avoid or reduce health risks, and positively intervene to enhance the health and well-being of others.

- Students will demonstrate the ability to use decision-making skills to enhance health.

    - Students will demonstrate the ability to use decision-making skills when seeking information and interacting with others using digital technologies.

- Students will demonstrate the ability to use goal-setting skills to enhance health.

    - Students will demonstrate the ability to use goal-setting skills to establish personal standards for use of digital technologies to support the health and well-being of themselves and others.

National Educational Technology Standards for Students

Source: International Society for Technology in Education.[25]

- Critical Thinking, Problem Solving, and Decision Making. Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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[24] http://www.cdc.gov/healthyyouth/sher/standards/index.htm.

[25] www.iste.org/NETS/.

- Students will use critical thinking skills to identify digital risk situations, engage in effective problem-solving to respond to digital risk situations, and make informed, ethical decisions regarding personal digital behavior.

- Digital Citizenship. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

  - Students will understand, practice, and advocate safe, legal, and responsible use of digital technologies technology and exhibit leadership to encourage digital citizenship.

Information Literacy Standards

Source: American Association of School Librarians[26]

- Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

  - Students will evaluate the information posted or provided by others using digital technologies to determine the credibility of the information and the safety of the person communicating such information and apply this insight to the situations they encounter.

- Share knowledge and participate ethically and productively as members of our democratic society.

  - Students will present a positive public image of themselves within digital environments. Students will use materials created by others and post material about others in an ethical manner.

- The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

  - This objective is already directly applicable.

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[26] 26 Information Literacy Standards for Student Learning. http://www.ala.org/ala/mgrps/divs/aasl/aaslissues/aaslinfolit/ informationliteracy1.cfm.

Instructional Activities

Respecting Choices

In discussions related to what the survey data shows, it will be exceptionally important for the teacher to maintain a respect for the choices made by the students.

For example, in the question on how should teens set their privacy settings on social networking sites, a respectable minority will indicate that these settings should be public. Allowing the students to discuss the responses in an environment where choices are respected, will allow for a fuller discussion of the issues.

Another example, there are two questions about responses to cyberbullying, one that asks in general about which responses are likely better and the other that asks students who reported they were cyberbullied how they responded and how effective this was. The data will demonstrate that some of the responses that students think are least likely to be effective, were actually effective in some cases.

Problem-Solving

An important underlying aspect of digital safety that is not specifically addressed in the survey questions is problem-solving. In every discussion of specific situations, the following problem-solving approach is recommended:

- Analyze the situation.

- Brainstorm options.

- Consider each option, especially focusing on the probable outcome or consequence.

- Decide on and do the best option.

- Evaluate the outcome or consequence.

- Figure out another way, if necessary.

Instructional Approaches

Schools can implement instruction using a variety of approaches:

- Direct Instruction. Use teacher-guided, student-led discussions, or older students to teach younger students.

- Integrated Instruction. Integrate insight from the survey into instruction related to other issues, such as technology and health classes.

- Teachable moments." Use a local well-known incident or national news stories to revisit the issues.

- Informal Instruction. Engage the students in the creation of posters, book marks, screen savers, videos, or other media that transmit the findings on positive norms and effective strategies used by their peers.

To expand the lessons, students could work alone or in groups on assignments related to each topic. Suggested student work products for each lesson include:

- Practice problem-solving with incidents. Provide students with stories about real incidents and have them discuss and evaluate the decisions that were made and the other options that could have been considered. Set forth problem situations without a conclusion and encourage students to discuss options and list the 3 best options that should be considered. This could be done on a 2-page poster. On the left page, outline and illustrate the situation. On the right page, go through the problem-solving steps.

- Create a poster, infographic, screensaver, or bookmark or create a meme or a tweet. Develop strategies to use these creations for Informal Instruction. All of these could be distributed or posted. Or in each class or group, students could select their favorites and these would be further distributed.

- Produce a short description of what the student would advise a younger brother, sister, or friend about ... (making decisions when using digital technologies, posting information, interacting with others, etc.)

- Create their own statement of personal standards for the norms and behavior they will demonstrate related to each topic. These statements could be folded and taped with the student's name on the outside and retained until the end of the year. Then at the end of the year, they could be returned so the student could do a self-assessment of their demonstrated commitment to their expressed standards. Students could be encouraged to discuss their standards with their parents and required to have a parent signature on their statement.

Use of Law Officers as Instructors.

It is possible to use law officers to assist with this instruction. However, law officers who have not received professional development in instruction frequently transmit fear-based messages, which are ineffective. Law officers must fully understand the data. Additionally, law officers must recognize their primary target for their instruction -- which is not the young people who are at greatest risk who are least likely to listen to them. The primary target for the instruction should be those young people who might witness that someone is being harmed or at risk, with the primary objective to enlist their assistance in knowing when a situation is serious and should be reported.

- Indicate you are there to talk about the more serious risks, fully recognizing that the vast majority of them are not at high risk and do have effective skills in recognizing concerns and responding.

- Indicate that the primary reason for your presentation is not to make them think they might be at risk, but to help them recognize when a peer might be in serious risk so that they know how to advise this peer and when it is important to report the concern to a responsible adult.

- Discuss the key things they should know to recognize risk, how they can detect if they or a friend is at risk, what steps they can take or advise a friend to take, and when they should report serious concerns. Illustrating this discussion with examples would likely be helpful -- providing the opportunity for students to practice these steps.

NetLiteracy Videos

NetLiteracy has produced many videos that relate to the topics addressed by Cyber Savvy. They relied, in part, on the insight and resources from Embrace Civility in the Digital Age. You can access these videos here: http://www.netliteracy.org/safe-connects/safe-connects-videos/.

Needs Assessment & Evaluation

The Cyber Savvy Survey has been designed to provide helpful insight for safe school staff on the digital risks faced by a minority of the students.

Negative Incident Data

School staff should conduct a needs assessment focusing on the negative incident data. The responses on the negative incident portion of the survey will demonstrate how many students are involved in the more serious situations and how many of them feel powerless or are having a very difficult time responding. Schools may want to involve community mental health and law enforcement in this assessment. Asking students who have experienced these situations to participate in a focus group may yield more helpful insight.

Pretesting of the Cyber Savvy Survey has revealed that while many students have experienced a negative incident, a significant number of them are not distressed and handled these incidents effectively. It is possible to filter the data based on degree of distress and then based on perceived effectiveness of responding. This will provide greater insight into the norms and strategies that lead to resiliency.

While it would be helpful that the overall rate of negative incidents were to decrease because students are not engaging in behavior that could lead to such incidents, the more important data to focus on is degree of distress and perceived effectiveness of responding. Note that the key objective of Cyber Savvy is to increase resiliency and reduce distress.

Witness Data

Pretesting of the Cyber Savvy survey has revealed that students are more likely to express thoughts supportive of positive peer intervention on the questions that appear in the various topic areas than are evident in their responses on how they acted in situations they witnessed. The data will demonstrate this discrepancy, thus providing the opportunity for a discussion on barriers to positive peer intervention.

Social Desirability Response Issues

It is probable that students will be more inclined to answer the norms and strategies questions in a manner that is more "socially desirable." Because the responses to these questions are being used in a manner that intends to encourage abiding by these positive norms, issues related to reliability are not as salient.

Cyber Savvy Instructional Objectives
& Survey Questions

7th ~ 12th Grade

The following material contains data that came from five high schools in a Midwest school district. This example of data will provide helpful insight into how students in your school are likely to respond -- although your results may vary. Several of the examples contain data that has been modified or created for presentation. This is because the questions were slightly changed, following an analysis of the data from this pilot study.

Introduction

This survey asks questions about how students make decisions when using digital technologies, including the Internet, cell phones, and other personal digital devices.

This survey is anonymous, so no one will know how you responded. You may skip questions if you want. Please answer honestly with what you think and are doing, not what you have been told to do.

On this survey, if the answers have a circle, you can only provide one response. If the answers have a square, you can and should check all that apply.

You should be aware that this is a long survey -- 57 questions. The results will be used for discussions with students about how you are making choices when using digital technologies. You should think of this survey as you would think of a homework assignment, because completing the survey will help you to think about your own actions when using digital technologies.

1. What grade in school are you?
   - 7th grade
   - 8th grade
   - 9th grade
   - 10th grade
   - 11th grade
   - 12th grade

2. Are you male or female?
   - Male
   - Female

Remember, What You Do Reflects on You

Instructional Objectives

- Students will recognize that their actions using digital technologies, which are recorded in digital form, can be widely disseminated and can affect their reputation, friendships, and opportunities.

- Students will recognize the key negative and positive influences on behavior when using digital technologies.

- Students will identify features of the terms of use that prohibit actions that could cause harm to others or the site.

- Students will engage in effective problem solving to develop appropriate options for response to potentially harmful online situations, including an analysis of the situation, identification of potential

harmful consequences, development of possible options for action, and evaluation of possible outcomes to those actions.

- Students will identify indicators that can determine whether the amount of time they spend using digital devices is interfering with other important activities. Indicators include: spending more time online than planned; using Internet late into the night; fatigue; spending time online instead of other activities; being preoccupied with online activities; depression or anxiety; arguing about time limits; and sneaking around parent limits.

- Students will describe strategies they can use to keep their time using digital devices in balance with other important life activities, including setting goals and keeping track of time, making plans for other activities, avoiding being online when doing homework, and turning cell phone off at night.

- Students will identify actions they can take if they witness a situation that could lead to a harmful consequence to another, including speaking out for good values, helping someone who is at risk or being harmed, and reporting significant or unresolved concerns.

- Students will identify the barriers to positive intervention to help peers and identify strategies to overcome those barriers.

Survey Questions

3. What are the most common reasons you have seen people make bad choices when they use digital technologies?
   - Did not think about how this might affect someone else
   - Thought they were invisible so no one would know they did this
   - Forgot posts can be seen by many people
   - Forgot someone could forward a private message to others
   - Acted in anger
   - Followed what someone else was doing
   - Thought it was okay, because it was easy using technologies
   - Trying to get attention
   - Did not think about how others would view them
   - Were pressured by someone else
   - Were deceived by someone else

Did not think about how this might affect someone else - 74%
Trying to get attention - 66%
Acted in anger - 65%
Did not think about how others would view them - 43%
Forgot posts can be seen by many people - 38%
Forgot someone could forward a private message to others - 34%
Were deceived by someone else - 33%
Followed what someone else was doing - 33%
Thought they were invisible so no one would know they did this- 28%
Thought it was okay, because it was easy using technologies - 25%
Were pressured by someone else - 22%

4. What are the top most important reasons why you would not do something inappropriate using digital technologies?
   - How I would feel about myself
   - How I would feel if someone did this to me
   - What my parents, guardian, or other important adults would think
   - What my friends would think
   - How it might affect my future

- What my teachers or other school staff would think
- What people I don't know would think
- Someone might file an Abuse Report
- My Internet access would be restricted or my cell phone taken away
- I could get into trouble at home
- I could get into trouble at school
- I could be arrested

What my parents, guardian, or other important adults would think - 69%
How I would feel about myself - 69%
How I would feel if someone did this to me - 69%
How it might affect my future - 64%
I could get into trouble at school - 53%
I could get into trouble at home - 52%
What my friends would think - 46%
I could be arrested - 46%
What my teachers or other school staff would think - 44%
What people I don't know would think - 32%
Someone might file an Abuse Report - 29%
My Internet access would be restricted or my cell phone taken away - 26%
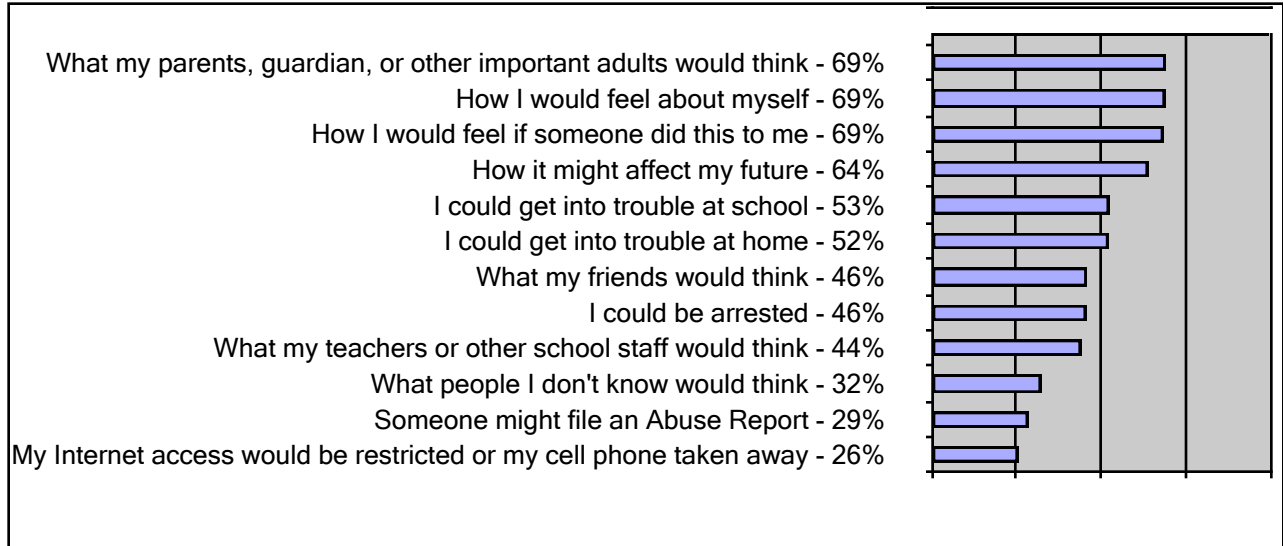
5. Which of the following actions are likely prohibited on social networking sites?
   - Threaten to harm others or use the site to organize real world violence.
   - Encourage others to engage in actions that could cause self-harm
   - Engage in bullying or other abusive actions directed at other people.
   - Attack people based on their race, religion,sexual orientation, disability, etc
   - Share graphic images that depict harm to others meant for entertainment.
   - Post pornographic images.
   - Establish an account pretending to be someone else.
   - Publish personal private material about another person.
   - Post material that violates another person or company's copyright or trademark.
   - Spam other users.

Threaten to harm others or use the site to organize real world violence - 87%
Engage in criminal activity - 81%
Post pornographic images - 76%
Attack people based on their race, religion,sexual orientation, disability, etc. - 76%
Engage in bullying or other abusive actions directed at other people - 76%
Encourage others to engage in actions that could cause self-harm - 73%
Violate another person or company's copyright or trademark - 72%
Share graphic images that depict harm to others meant for entertainment - 71%
Establish an account pretending to be someone else - 66%
Spam other users - 64%
Publish personal private material about another person - 64%

These provisions are all in Facebook's Community Standards.

6. Which of the following do you find yourself
   doing frequently?
   • Spend more time online than you planned to
   • Use the Internet late at night even though this makes you tired the next day
   • Spend time online instead of other activities with friends
   • Think about online activities when you are not online
   • Have a hard time thinking about things you could do other than being online
   • Get upset if someone tries to prevent you from being online
   • Use sneaky ways to get online when you should not be
   • I do not generally find myself doing any of these things

Spend more time online than you planned to - 59%
Use the Internet late at night even though this makes you tired - 47%
I do not generally do these things - 35%
Spend time online instead of other activities with friends - 19%
Think about online activities when you are not online - 17%
Use sneaky ways to get online when you should not be - 13%
Get upset if someone tries to prevent you from being online - 13%
Hard time thinking what you could do other than being online - 9%

7. What steps do you take to make sure you are not spending too much time using digital
   technologies?
   • Set goals for yourself about how much time you will spend online or using your cell phone
   • Keep track of time you spend online or using your cell phone
   • Make plans for other activities, especially getting together with friends
   • Avoid being online when you are doing homework
   • Turn off your cell phone at night

Make plans for other activities (getting together with friends) - 65%
Avoid being online when I am doing homework - 46%
Keep track of time I spend online or using your cell - 26%
Turn off my cell phone at night - 23%
Set goals for myself about how much time I will spend - 20%
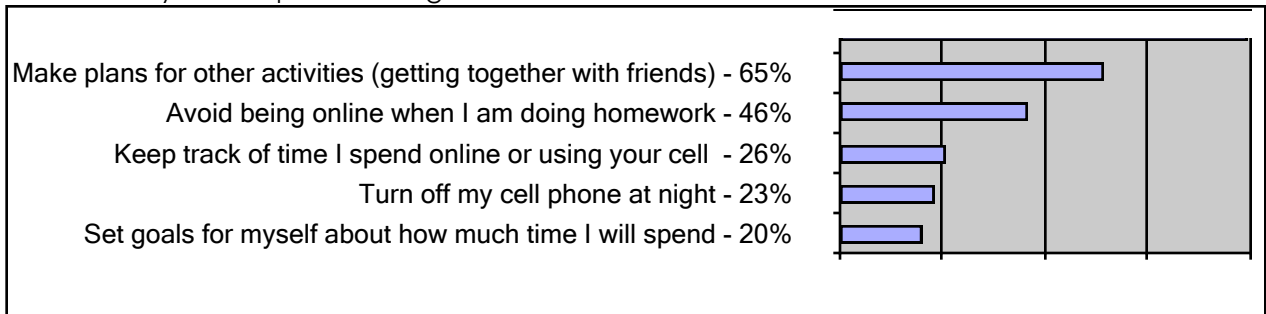
8. What do you think teens should do if they see that someone is being hurt, doing something risky, or
   being hurtful online?
   • Ignore the situation because it is none of their business
   • Ignore the situation because they likely cannot do anything to help
   • Reach out to the person being hurt or at risk to provide support or guidance
   • Tell the person being hurtful to stop, if this is safe
   • Report serious concerns to an adult who can help

Reach out to provide support or guidance - 68%	
Report serious concerns to an adult who can help - 60%	
Tell the person being hurtful to stop, if this is safe - 54%	
Ignore the situation because it is none of their business - 13%	
Ignore the situation because they likely cannot help - 8%	
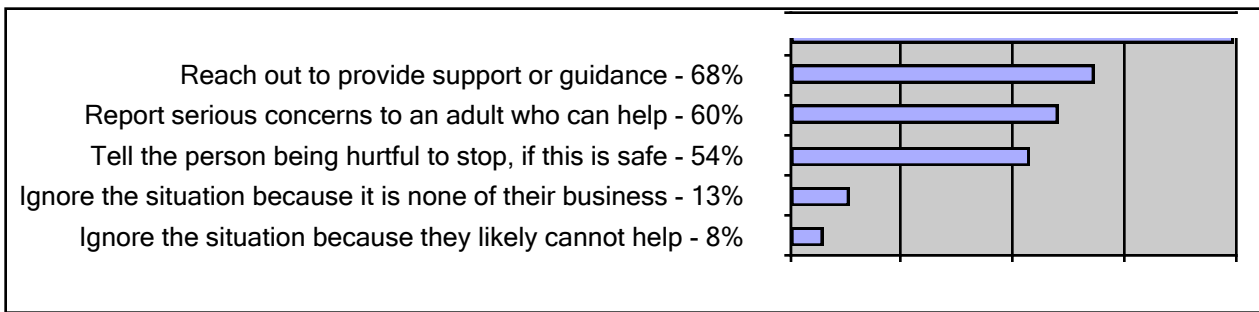
9. Think about a time when you saw that someone was being hurt, doing something risky, or being hurtful online and you really wanted to step in, but you didn't. What are the most significant reasons why you didn't?
   - I did not know what I could do
   - Others thought the one who was bullying was "cool"
   - It was not my business
   - School staff should have responded
   - The one who was bullying could have retaliated
   - Others might have teased me if I tried to help
   - Others thought it was funny
   - I decided it wasn't really that bad
   - The one being bullied wasn't a friend of mine
   - The one who was bullying was a friend of mine
   - I could have failed and embarrassed myself

It was not my business - 62%	
I did not know what I could do - 55%	
I could have failed and embarrassed myself - 29%	
The one being bullied wasn't a friend of mine - 24%	
School staff should have responded - 21%	
Others might have teased me if I tried to help - 21%	
I decided it wasn't really that bad - 21%	
The one bullying could have retaliated - 20%	
Others thought it was funny - 11%	
Others thought the one bullying was cool - 9%	
The one who was bullying was a friend of mine - 8%	

10. What words would you use to describe a person who tries to help when he or she sees that someone is being hurt online or is doing something that could be risky?

Awesome Brave Bystander Caring Concerned Confident Considerate Thoughtful

Courageous Doing the Right Friend Good Samaritan Hero Heroic Kind Leader

Mature Nice Responsible Selfless Stop Strong

Think Before You Post

Instructional Objectives

- Students will recognize that any material they post or send in digital format can easily become very public, potentially permanently available, and can potentially affect their reputation, relationships, and current or future opportunities—in a positive or negative manner.

- Students will describe how what they post on their profile is used by others to form an impression of them and how this impression can affect their reputation, personal relationships, and opportunities. Students will express personal standards regarding what they will post on a social networking profile and in comments on the profiles of others.

- Students will distinguish different kinds of personal information about themselves or others, recognize the risks associated with disclosure of such information, identify different kinds of online environments where such information might be disclosed, identify possible recipients of such information, and demonstrate effective strategies to protect against disclosure of personal information in a manner that could cause harm to reputation or opportunities.

  - Personal interest material includes interests and activities. This is generally safe to share on protected profiles or on safe online community sites. Such material could be used to direct advertising to them.

  - Personal contact information includes address, phone numbers, and e-mail/IM address. This could make it easier for an unsafe person to find them or be used to send them advertising. This material should not be posted in an online profile. This material should never be shared with an online stranger. Only provide this information on web forms for necessary purposes such as a purchase, when privacy will be protected.

  - Financial identity includes any personal identification or financial account information, as well as hometown and birth date. This information can be used for identity theft and should only be shared with parent permission on secure web sites.

  - Sensitive or damaging personal material includes material that can make them appear vulnerable or demonstrate that they make negative choices, or any information they want to be kept secret. This could be used to manipulate them or disseminated to harm their reputation, relationships, and future opportunities. This information should generally never be posted or shared publicly or privately. Sensitive information may be shared with care on a professional support site or to a very trustworthy friend.

  - Sensitive or damaging personal material about others could harm their reputation, relationships, and future opportunities. This material should never be shared publicly or privately.

  - Damaging information about them posted by others could harm their reputation and opportunities. Tell a responsible adult. (Grades 9–12) Demand it be removed. File a complaint with the site. If it is serious or not removed, tell an adult.

  - Threats could be real or not. Never post material that someone might think is a threat. Always report a possible threatening situation because if it is real, someone could get hurt.

- Students will reach out to friends to advise them of concerns if they witness that a friend has posted material that could cause harm to themselves or others.

Survey Questions

11. How often have you seen students at your school post material on their social networking account that you think raises concerns about their reputation?
    - Often
    - Sometimes
    - Seldom
    - Never

43% - Often
36% - Sometimes
13% - Seldom
8% Never
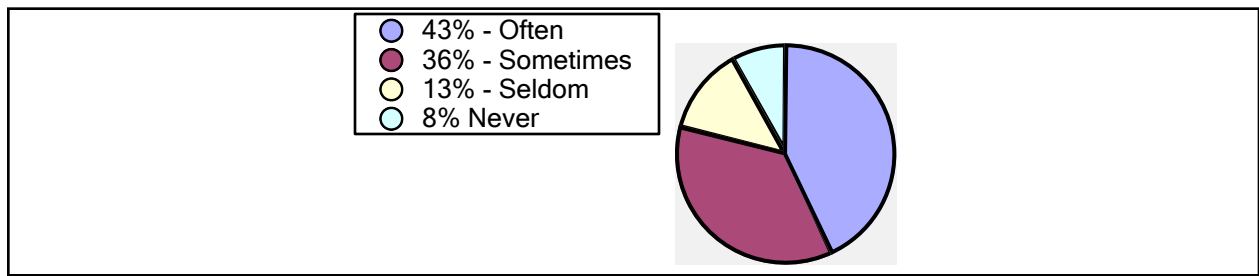
12. How do you make decisions when you post, send, or text?
    • I am very careful about what I post, send, or text
    • I am very careful about what I post publicly, but am less careful about what I send privately or text
    • I do not think about it much
    • I post, send, or text whatever I want to

36.6% - I am very careful about what I post, send, or text
46.3% - I am very careful about what I post publicly, but am less careful about what I send privately or text
12.0% - I do not think about it much
5.1% - I post, send, or text whatever I want to
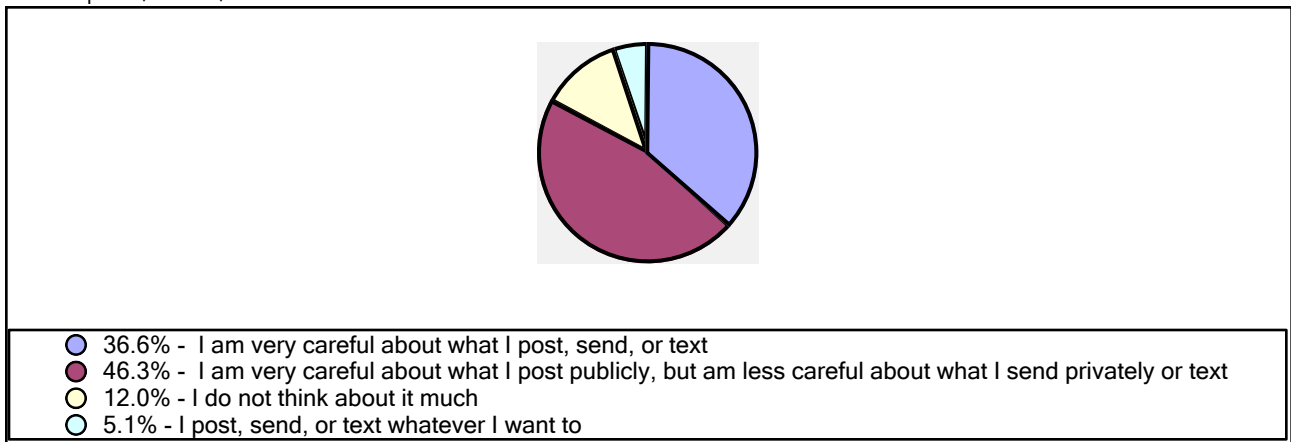
13. How would you share your personal contact information?
    - Never post or send
    - Trusted friends
    - People I have "friended"
    - Someone I met and only know online
    - In public
    - Company web site

    • My full name
    • The city I live in
    • The school I attend
    • My password
    • My cell phone number
    • My home address
    • My profile name, e-mail address, IM address, and/or Twitter address
    • My debit card number, bank account information, or my parent's credit card number
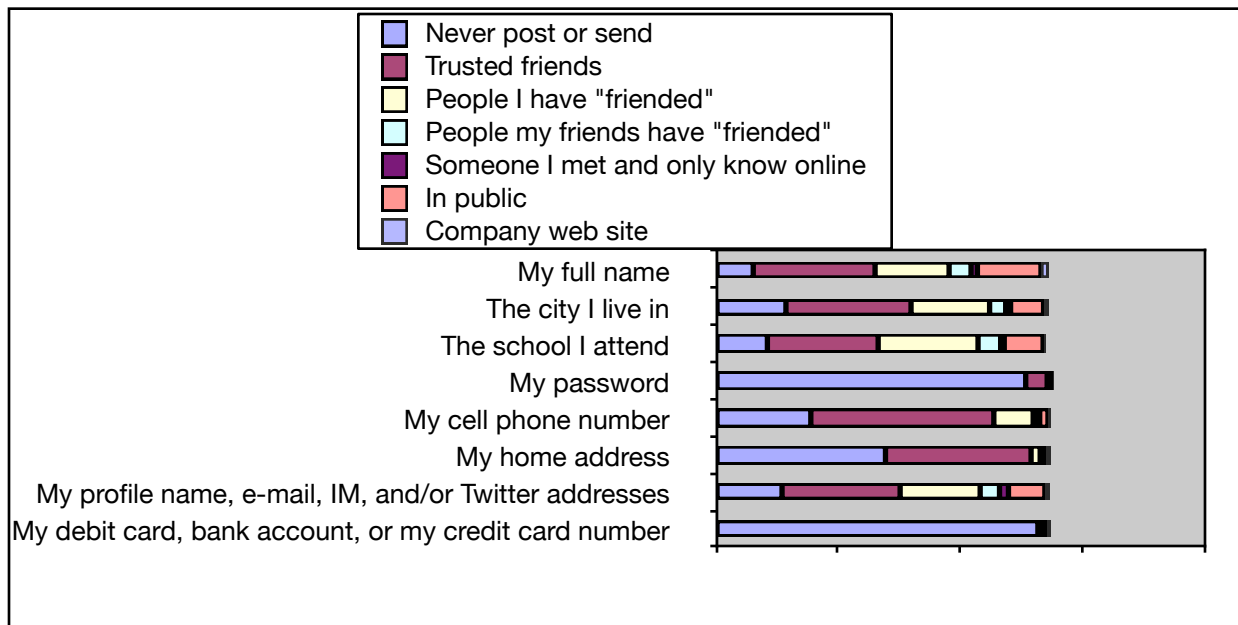
14. How would you share your personal material?
    - Never post or send
    - Trusted friends
    - People I have "friended"
    - Someone I met and only know online
    - In public
    - Company web site

    • About my interests and activities
    • Discloses personal difficulties I am having
    • Could make people think I make bad choices
    • Something I want to be kept private
    • A nude image of me
    • A threat to hurt someone
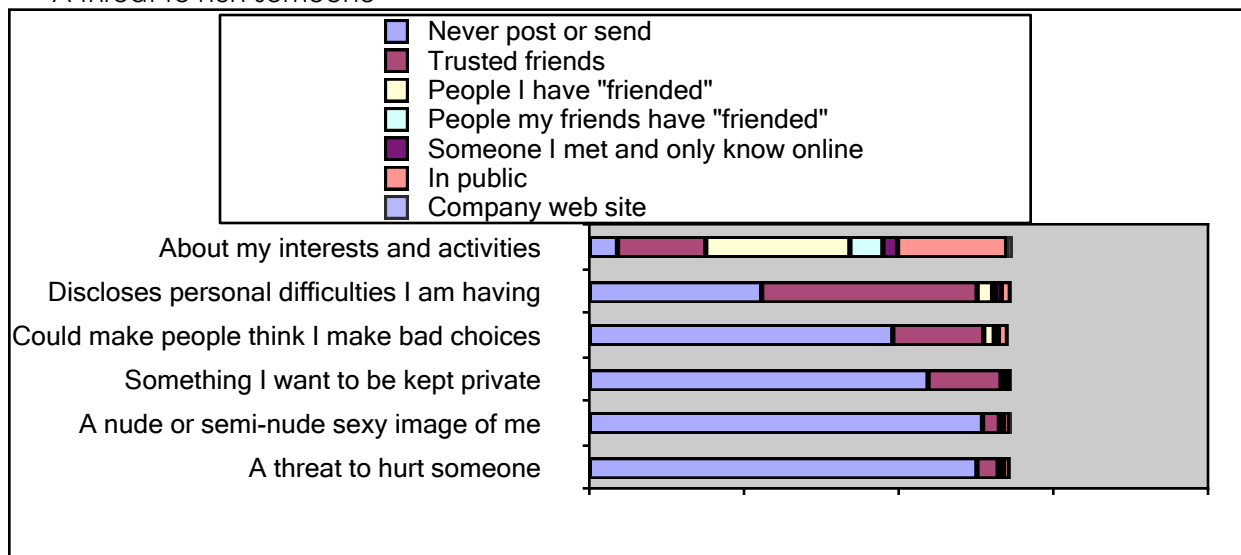
15. How would you share information about others?
    - Never post or send
    - Very trusted friends
    - People my friends have "friended"
    - Someone I met and only know online
    - Public

- Company web site

- Their personal contact information
- About their interests and activities
- Discloses personal difficulties they are having
- Could make people think they make bad choices
- Something they want to be kept private
- A nude image of this person

Legend:
- Never post or send
- Very trusted friends
- People I have "friended"
- People my friends have "friended"
- Someone I met and only know online
- Public
- Company web site

Categories:
- Their personal contact information
- About their interests and activities
- Discloses personal difficulties they are having
- Could make people think they make bad choices
- Something they want to be kept private
- A nude or semi-nude image of this person

16. If you saw a friend had posted an image or information that was likely to damage your friend's reputation or could cause other trouble, what would you say to your friend?

It's not smart and could seriously backfire. It's not worth it.
Take it off now
I would tell my friend that it was wrong and if you don't remove it than I will report it to an adult.
Someone I know has posted some personal information I think you should tell them something
Dude, if your boss sees this, you could get fired, it's happened before. And what if your mom decides to l
dude, what your doin is stupid, stop it.
take it off
You need to take that down.
Disgusted
i would explain and share my knowledge of the possible repercussions of her actions, and then let her ma
Come on, you look like a <>. What will the whole school think about you and your family and friends?
Just tell them to remove it. If they think I'm their friend they'll listen.
The image or information could endanger them since there are sexual predators, and other people who c
Think about if this will affect you in a positive or negative way
it would hurt the other persons feelings
I would tell them if it was them they would want it removed
I would tell him or her that the picture or information is inappropriate and they should take it off right away
i would say what can be the possible outcomes.
imagine if this image gets to your kids, years from now. how are you going to explain this to them and the
I would explain and ask them how they would feel if it was their information being put out there.
This may not seem like a big deal to you right now, but this could really hurt you in the near future.
i wouldnt. thats their choice
remove it thats stupid
To remove it because not only will staff and family members see it, but colleges or online predators.
It's probably not very smart, so they should think before they post it

Wisely Connect

Instructional Objectives

- Students will describe basic safety practices for considering whether they will interact with people through both public and private communications. Students will know the importance of limiting communications in personal communication environments to only people who they know or a trusted friend knows in person.

- Students will express personal standards for making decisions about entering into or continuing "friendship" relationships with other people who appear to be making "bad choices" in their life. Students will recognize the need to discontinue communications with anyone who acts in a manner that causes them to feel uncomfortable or engages in hurtful behavior.

- Students will identify the protective features that are provided on the popular sites, and explain how these features give them control over who can access their information or send messages. Students will express personal standards to safely guide their use of these features.

- Students will recognize what kinds of digital actions are considered bothersome digital behavior by their peers. Students will recognize that it is appropriate to discontinue a "friendship" link with people who behave this way and that if they do this, others may "unfriend them." Such behaviors might include: Is always arguing with people and creating "drama." Lies a lot. Material discloses he or she makes bad choices. Discloses too much personal information. Sexually provocative images. Is always complaining. Constant status updates about unimportant stuff. Uses the "Like" button on products, which results in advertisements sent to you. Makes hurtful comments about others. Constantly sends quizzes or game invites. Posts sexually suggestive comments on your images. Encourages people to do things that might be fun, but could be risky. Is always bragging.

- Students will recognize the potential risks of meeting in person with someone whom they have gotten to know online and describe steps to take to arrange for a safe meeting, including having someone they trust review this person's profile and communications, meeting in a public place with a parent or friends present, having a well-designed escape plan, obtaining parental approval, and not leaving with this person. (Note: Some people think that the only message that should be delivered to students is that this is dangerous and they should not do it. In rare situations, this can be dangerous. But that will not stop older students from meeting. So they need to know how to take the steps to do so safely.)

Survey Questions

17. How often have you seen students at your school make "friendship" connections in ways that you think are likely not safe?
    - Often
    - Sometimes
    - Seldom
    - Never

18% - Often
34% - Sometimes
32% - Seldom
16% - Never

18. Who will you "friend" on your social networking account?
    - Someone I know face-to-face and like
    - Someone I know face-to-face, but not very well
    - Someone a trusted friend of mine knows and likes
    - Someone who a friend of mine has "friended," but does not know face-to-face
    - Someone I met online doing activities
    - Someone who sent me a friendship request or message, but we have no other connection

Someone I know face-to-face and like - 83%
Someone I know face-to-face, but not very well - 68%
Someone a trusted friend of mine knows and likes - 48%
Someone a friend has friended, but does not know face-to-face - 14%
Someone I met online, doing activities we enjoy - 12%
Someone who sent a friendship request, but no other connection - 8%
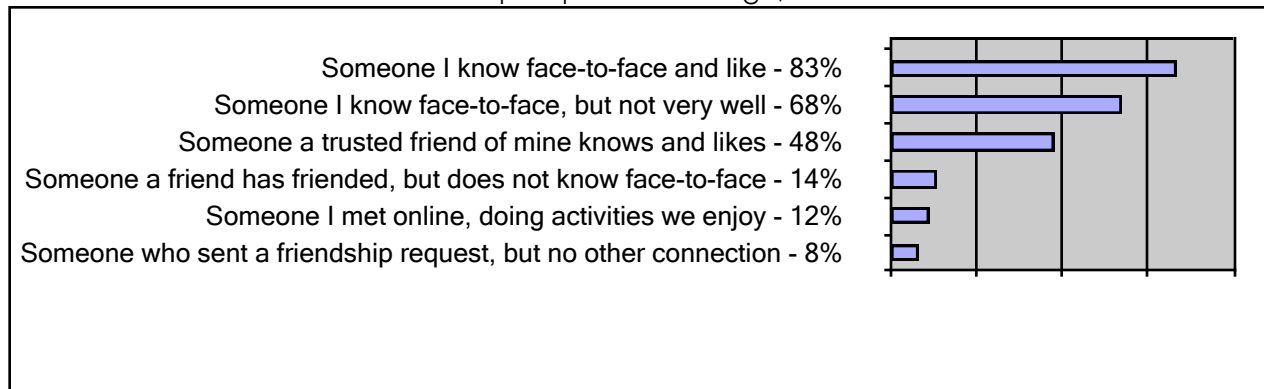
19. How do you think teens should set the privacy settings on social networking sites like Facebook, Google+, Twitter, Instagram and the like?
    - Public -- accessible to anyone
    - Private -- accessible only to approved friends or followers
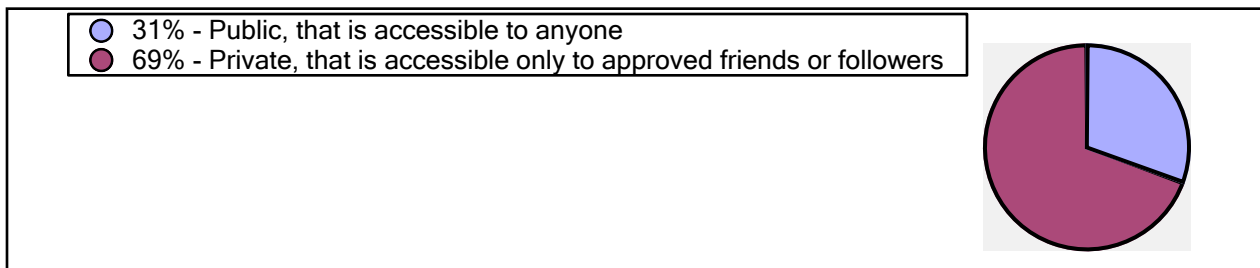
31% - Public, that is accessible to anyone
69% - Private, that is accessible only to approved friends or followers

20. If you do not know someone very well, what things are important to you in deciding whether to communicate with this person online?
    - What this person has posted about him or herself
    - His or her friends
    - Why this person appears to be interested in me
    - Whether what this person says fits in with what else I know about him or her
    - My "gut" reaction
    - What my friends think
    - What my parent or guardian thinks

What he or she has posted about him or herself - 60%
Why he or she appears to be interested in me - 52%
His or her friends - 51%
My gut reaction - 51%
Whether he or she is trying to manipulate me - 40%
What my friends think - 36%
Whether what he or she says fits with what else I know - 35%
What my parent or guardian thinks - 31%
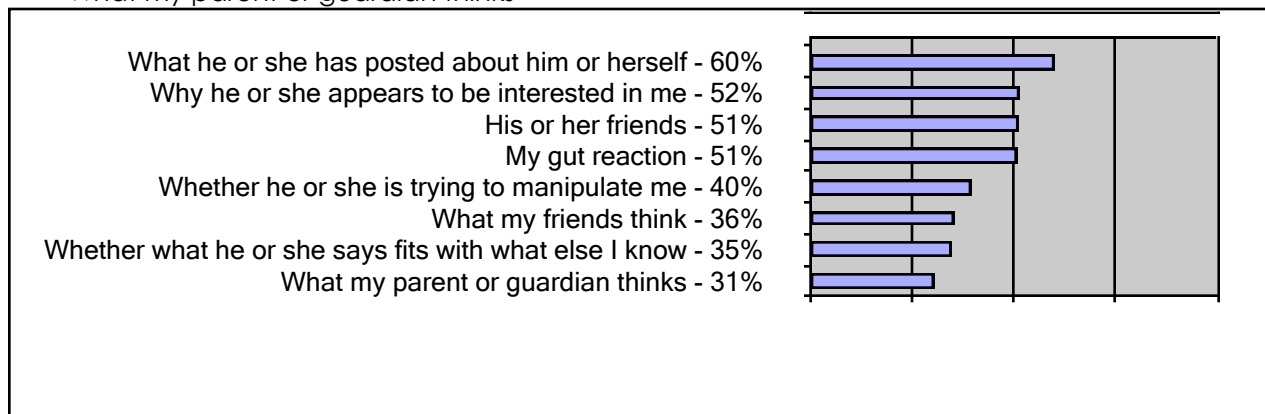
21. What things might someone do that would make you decide to "unfriend" that person?

Do things that I would not like to see around sites that I view, or their accour... has either been compromise
Trying nonstop to contact me, commenting/liking REALLY old pictures, or harassing me
if they post things all the time or things i dont agree with or that i dont really know and have to look at their
They're fake accounts
Posting stupid things, bothering me
Inappropriate or too frequent posting, ignorance or inflammatory views, or if the person and I have a falling
Gross things, annoying
I would "unfriend" a person if he/she was being overly pushy with me or someone else. I would also "unfrie
being inappropriate saying stupid stuff
Do not get along with
Post bad things.
nothing, i don't care what people do.
Dishonor, disrespect, unloyalty
no mutual friends
post stupid and annoying things
Be rude, annoying, or do things I don't agree with.
Someone bugging you
If someone is being mean than I will unfriend that person.
I don't talk to you, you have nothing to do with my life, and anything I do doesn't pertain to them
If I do not talk to a person online for many months, there is no point in having them as my friend.
Insult me
treat me or my friends and family poorly with disrespect.
They're harassing me or making fun of me. Also, they're either annoying or they're attention getters.
If they post annoying or 'bad' things
if they are suspicious

22. If you were interacting using digital technologies with someone who you thought might be dangerous, what would you do?
   - Do what the person tells me or asks me to do
   - Just ignore the person
   - "Unfriend" this person
   - Block this person from communicating with me
   - File an Abuse Report
   - Tell an adult if I have difficulties dealing with this person
   - Tell an adult even if I do not have difficulties with this person

Just ignore the person - 61%
Block this person from communicating with me - 60%
Unfriend this person - 60%
Tell an adult if I have difficulties dealing with this person - 26%
File an Abuse Report - 12%
Tell an adult even if I do not have difficulties - 10%
Do what the person tells or asks me to do - 0%

23. How likely is it that you would meet face-to-face with a person you had gotten to know online?
   - Very likely
   - Possibly
   - Unlikely
   - Not at all likely

● 14% - Very Likely	● 20% - Possibly
○ 24% - Not very likely	○ 42% - Not at all likely

This data is not "real" because the question was changed.
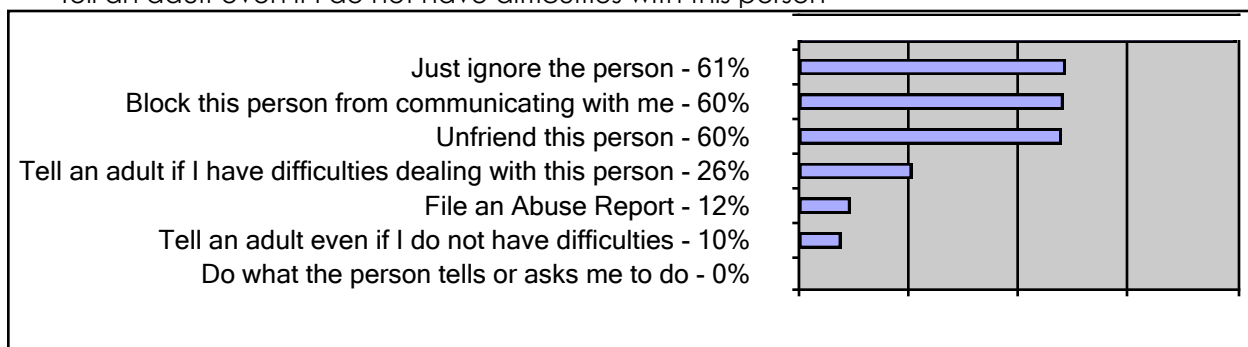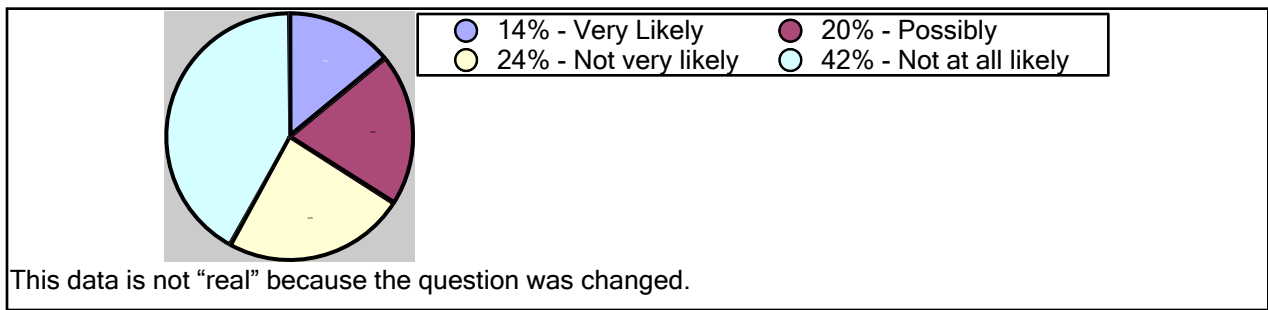
24. Imagine you were thinking about meeting face-to-face with a person you had gotten to know online who, after communicating for a while, you decided was safe. Which of the following would you do?
   - Have my parent or guardian look over this person's profile
   - Have my friends look over this person's profile
   - Talk on the telephone before meeting
   - Post a status update that we are meeting
   - Meet in a public place
   - Not leave the public place with this person
   - Make sure a trusted friend is with me
   - Go to a private party with this person
   - Have my parent or guardian nearby
   - Have both of our parents or guardians come to this meeting
   - Have my cell phone so I can call or text for help
   - Have this person come to my house to pick me up
   - Have someone nearby who can help me get away if I need to
   - Have my parent or guardian's approval

Meet in a public place, like a coffee shop or the mall - 91%
Have my cell phone so I can call or text for help - 88%
Not leave the public place with this person - 81%
Make sure a trusted friend is with me - 80%
Have someone nearby who can help me get away if I need to - 76%
Have my parent or guardian's approval - 74%
Talk on the telephone before meeting - 73%
Have my parent or guardian nearby - 60%
Have my friends look over this person's profile - 60%
Have my parent or guardian look over this person's profile - 59%
Have both of our parents or guardians come to this meeting - 40%
Post a status update that we are meeting - 37%
Meet up with this person at a party with his or her friends - 15%
Go to this person's house - 13%
Have this person come to my house to pick me up - 13%
Get in this person's car - 12%

This data is not "real" because the question was changed.

Embrace Civility

Instructional Objectives

- Students will recognize that the majority of students do not like to see people engage in cyberbullying.

- Students will describe reasons to avoid engaging in cyberbullying, including the fact that they would not like it if someone did this to them, that this material is available in digital format that thus can damage their reputation among their peers who do not like to see this occur, that their parents would disapprove of this kind of behavior, and that digital evidence may also lead to other consequences.

- Students will describe effective strategies to follow if someone engages in online aggression that targets them, including taking the time to calm down and consider possible actions, not engaging in retaliation, and saving the evidence to be able to identify the aggressor. Steps they can take to independently resolve the problem including leaving the site or ignoring the person, calmly and strongly telling the person to stop, blocking the person from communicating, filing a complaint with the site or service, or asking for help from a friend, parent, or someone at school.

- BAF Students will recognize that as witnesses to aggression they can play an important role in preventing the continuation of the harm by helping the person who is being harmed, publicly or privately telling the aggressor to stop, and filing a complaint. They will recognize that it is important to report serious or unresolved concerns to a responsible adult. They will recognize that their peers admire those who step in to help.

Survey Questions

25. What is your reaction if you see a student cyberbullying another student?
    - I really do not like to see this
    - The student posting things that look hurtful is probably just joking around
    - The student who has been cyberbullied probably deserves it
    - This is just something that happens from time to time
    - This can be fun to watch
    - The student doing this is cool

Legend:
- I really do not like to see this
- The student posting things that look hurtful is probably just joking around
- The student who has been cyberbullied probably deserves it
- This is just something that happens from time to time
- This can be fun to watch
- The student doing this is cool
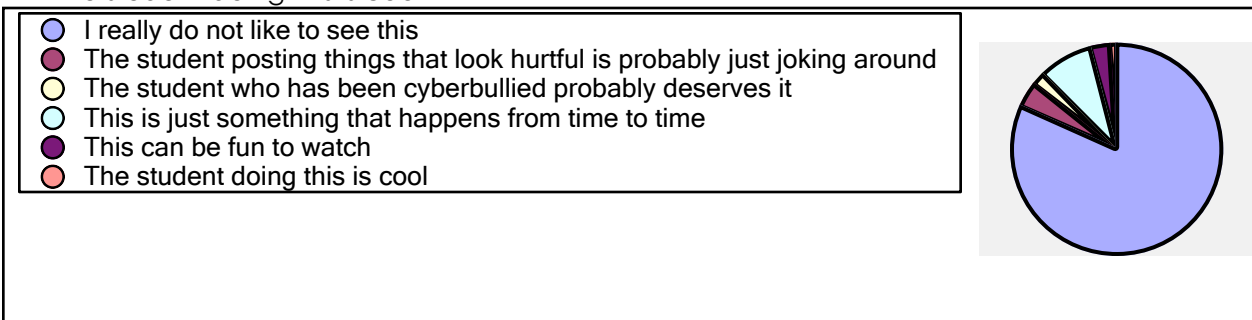
26. What are the top most important reasons why you would not engage in, or support someone who is engaging in, cyberbullying?
    - How I would feel about myself
    - How I would feel if someone did this to me
    - What my parents, guardian, or other important adults would think
    - What my friends would think
    - How it might affect my future
    - What my teachers or other school staff would think
    - What people I don't know would think
    - Someone might file an Abuse Report
    - My Internet access would be restricted or my cell phone taken away
    - I could get into trouble at home

- I could get into trouble at school
- I could be arrested

How I would feel if someone did this to me - 77%	
How I would feel about myself - 72%	
What my parents, guardian, or other important adults would think - 69%	
How it might affect my future - 54%	
I could get into trouble at home- 53%	
I could get into trouble at school - 52%	
What my friends would think - 46%	
I could be arrested - 45%	
What my teachers or other school staff would think - 44%	
What people I don't know would think - 32%	
Someone might file an Abuse Report - 28%	
My Internet access would be restricted or my cell phone taken away - 26%	
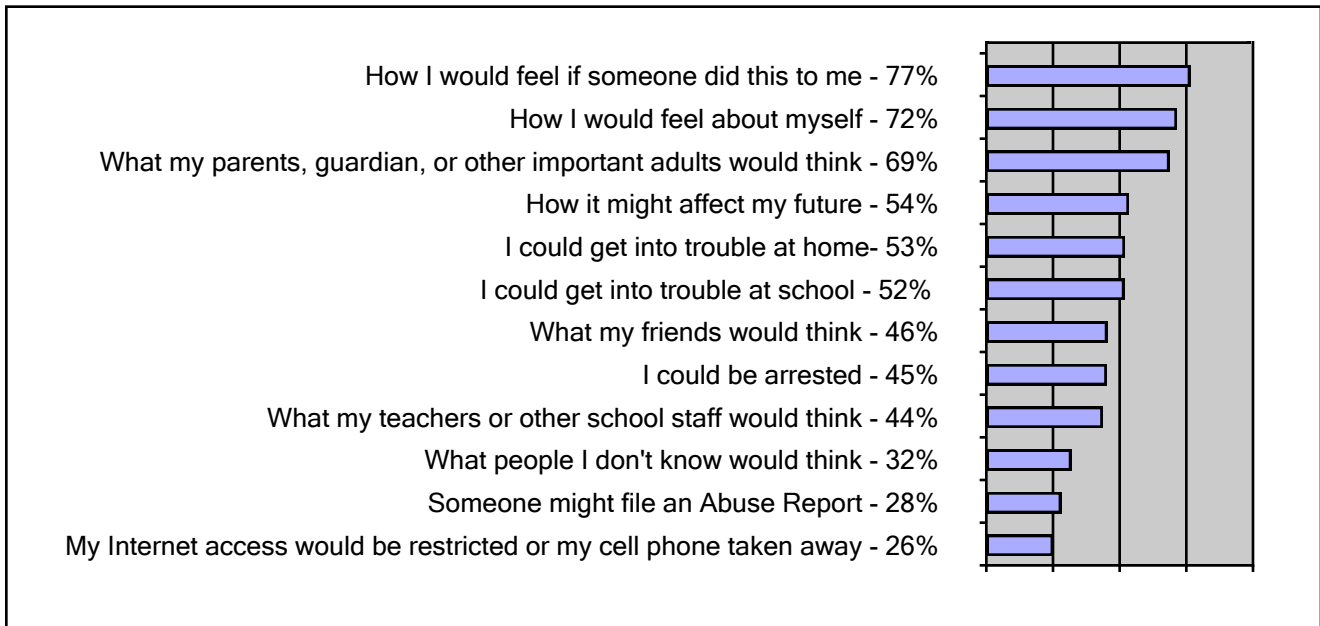
27. How helpful are the following responses if someone is being cyberbullied?
    - Generally helpful
    - Possibly helpful, depends on the circumstances
    - Not likely to be helpful
    - Take time to calm down before you do anything
    - Immediately respond, while still upset
    - Talk with someone you trust before you do anything
    - Apologize if you have been hurtful
    - Ignore or block hurtful messages
    - Save the evidence
    - Ignore that something hurtful about you has been posted online
    - Calmly talk with the person face-to-face demanding this stop
    - Calmly message the person demanding this stop
    - Get into a public argument with this person face-to-face
    - Get into an argument with this person through texting
    - Get into a public argument with this person online
    - Send hurtful messages to this person
    - Publicly post hurtful information about this person online
    - Ask a friend for help or guidance
    - Ask a mutual friend to help resolve the conflict
    - Talk with your parent or guardian
    - Talk with an adult at school
    - Report to the police
    - File an Abuse Report.

Talk with someone you trust before you do anything
Apologize if you have been hurtful
Ask a friend for help or guidance
Take time to calm down before you do anything
Talk with your parent or guardian
Talk with an adult at school
Ignore or block hurtful messages
Calmly talk with the person face-to-face demanding this stop
Ask a mutual friend to help resolve the conflict
Save the evidence
Calmly message the person demanding this stop.
Ignore that something hurtful about you has been posted online
File an Abuse Report
Report to the police
Immediately respond, while still upset
Get into a public argument with this person face-to-face
Get into an argument with this person through texting
Get into a public argument with this person online
Send hurtful messages to this person
Publicly post hurtful information about this person online

28. What would you most likely do if you saw someone being cyberbullied?
   • Join in and post hurtful material
   • "Like" the hurtful material
   • Tell others to look
   • Read the material, but nothing more
   • Ignore the situation
   • Reach out to be kind to the one being cyberbullied
   • Help the one being cyberbullied figure out what to do
   • Privately tell the one being hurtful to stop
   • Publicly post a message saying that this should stop
   • Tell an adult who can help
   • File an Abuse Report

Reach out to be kind to the one being cyberbullied - 47%
Help the one being cyberbullied figure out what to do - 42%
Tell an adult who can help - 39%
Privately tell the one being hurtful to stop - 34%
Ignore the situation - 32%
Read the material, but nothing more - 27%
File an Abuse Report - 22%
Publicly post a message saying that this should stop - 20%
Tell others to look - 10%
Join in and post hurtful material - 4%
Like the hurtful material - 3%

29. What do you think about students who do the following?
   - I admire this student
   - I do not have any opinion one way or the other
   - I do not admire this student
   - Engages in cyberbullying
   - Joins in with a student who is cyberbullying
   - Encourages other students to look
   - Just ignores cyberbullying situations
   - Reaches out to be kind to the one being cyberbullied
   - Publicly posts "stop"
   - Privately tells the person being hurtful to stop
   - Gets other students involved in stopping the harm
   - Reports concerns to an adult who can help
   - Files an Abuse Report

Legend:
- I admire this student
- I do not have any thoughts one way or the other
- I do not admire this student

Reaches out to be kind to the one being cyberbullied
Gets other students involved in stopping the harm
Privately tells the person being hurtful to stop
Reports concerns to an adult who can help
Publicly posts "stop"
Files an Abuse Report
Just ignores cyberbullying situations
Encourages other students to look
Joins in with a student who is cyberbullying
Engages in cyberbullying

In the slideshow presentation to students, the questions below about being the target of cyberbullying and witnessing cyberbullying are also added.

CyberRelate Safely

Instructional Objectives

- Students will recognize the risks associated with using digital technologies to form and maintain personal relationships with someone that neither they, nor a friend, know face-to-face.

- Students will recognize the risks associated with asking for, creating, or disseminating nude images.

- Students will understand how partners may be digitally abusive and describe strategies to effectively respond.

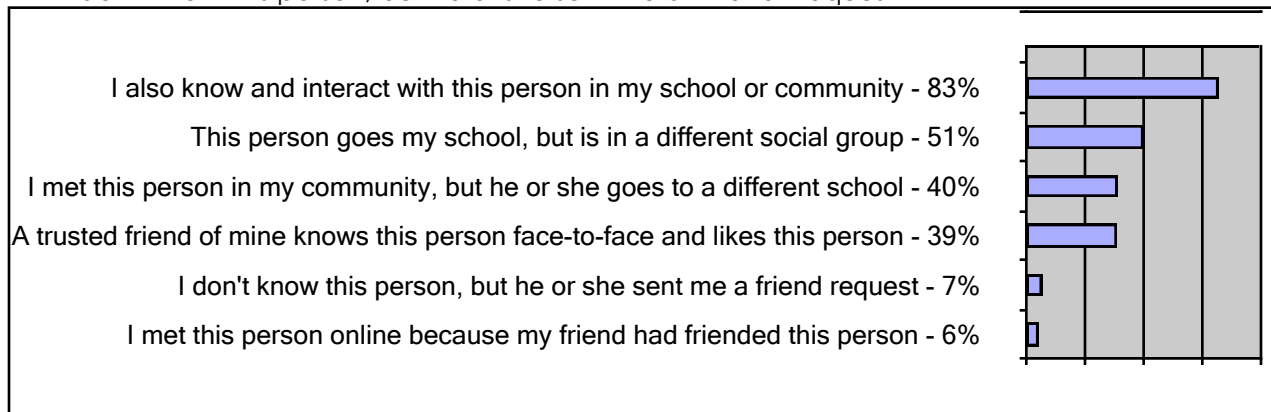- Students will understand how unsafe people might use the Internet to groom teens for sexual exploitation and describe effective strategies to respond.

- Students will recognize the potential harm to their friends from risky, abusive, or exploitive relationships, demonstrate skills in communicating to a friend how such involvement could lead to harm, and recognize the need to report serious situations to a trusted adult.

Survey Questions

30. Which kinds of people might you explore a boyfriend/girlfriend relationship with using digital communications?
    - I also know and interact with this person in my school or community
    - This person goes my school, but is in a different social group
    - A trusted friend of mine knows this person face-to-face and likes this person
    - I met this person in my local community, but he or she goes to a different school
    - I met this person online because my friend had "friended" this person
    - I don't know this person, but he or she sent me a "friend" request

I also know and interact with this person in my school or community - 83%

This person goes my school, but is in a different social group - 51%

I met this person in my community, but he or she goes to a different school - 40%

A trusted friend of mine knows this person face-to-face and likes this person - 39%

I don't know this person, but he or she sent me a friend request - 7%

I met this person online because my friend had friended this person - 6%

31. If your friend has told you that he or she has fallen in love with a person he or she is communicating with solely online, what response is closest to what you would likely say?
    - This is wonderful and incredible--you are so lucky
    - Slow down--you may think that you know this person, but you have not spent enough time together to know if this is really love or just a fantasy
    - You need to end this relationship--this is dangerous
    - Nothing--this is not my business
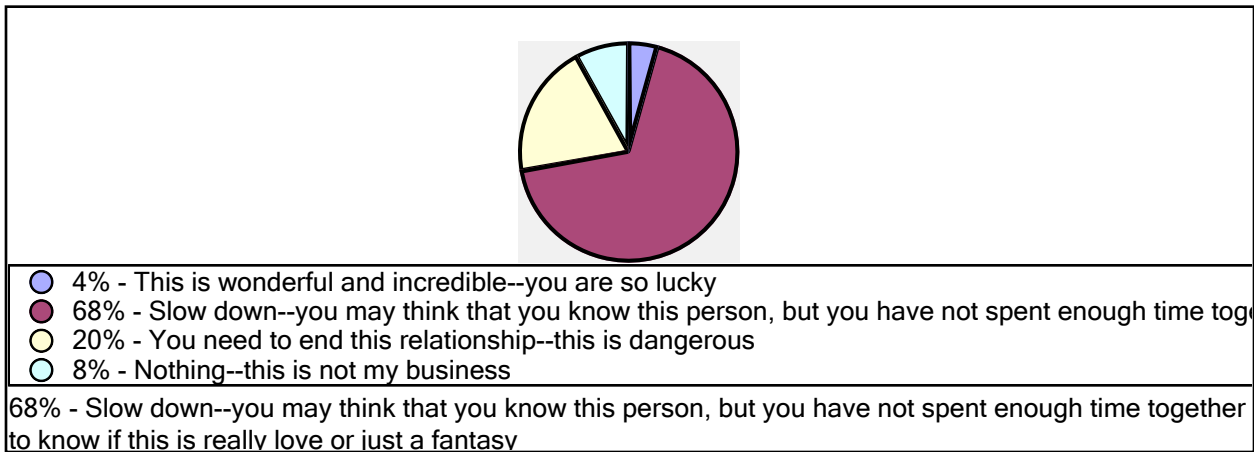
- 4% - This is wonderful and incredible--you are so lucky
- 68% - Slow down--you may think that you know this person, but you have not spent enough time tog
- 20% - You need to end this relationship--this is dangerous
- 8% - Nothing--this is not my business

68% - Slow down--you may think that you know this person, but you have not spent enough time together to know if this is really love or just a fantasy

32. What would you likely do if someone asked you to send him or her a nude image?
    - I would not send a nude image to someone
    - I would only send a nude image if I thought I could totally trust this person
    - I would only send a nude image if I really wanted to date this person
    - I would try to figure out if I could trust this person before I sent a nude image
    - I would likely send a nude image

- I would not send a nude image to someone
- I would only send a nude image if I thought I could totally trust this person
- I would only send a nude image if I really wanted to date this person
- I would try to figure out if I could trust this person before I sent a nude image
- I would likely send a nude image
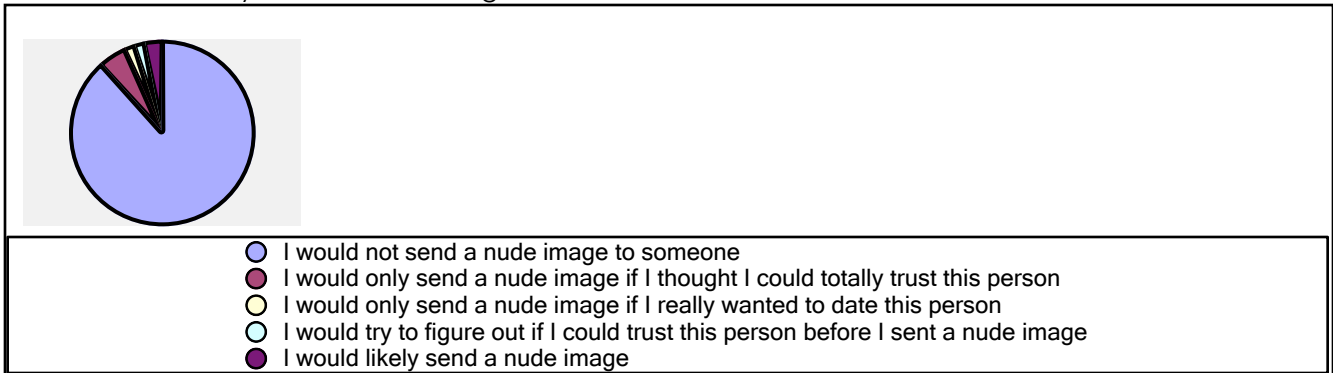
33. What is your reaction if someone publicly distributes a nude image that was provided to that person privately, in trust?
    - Absolutely horrible thing to do
    - Not very nice
    - Should be expected
    - Perfectly okay

- 82% - Absolutely horrible thing to do
- 12% - Not very nice
- 5% - Should be expected
- 1% - Perfectly okay
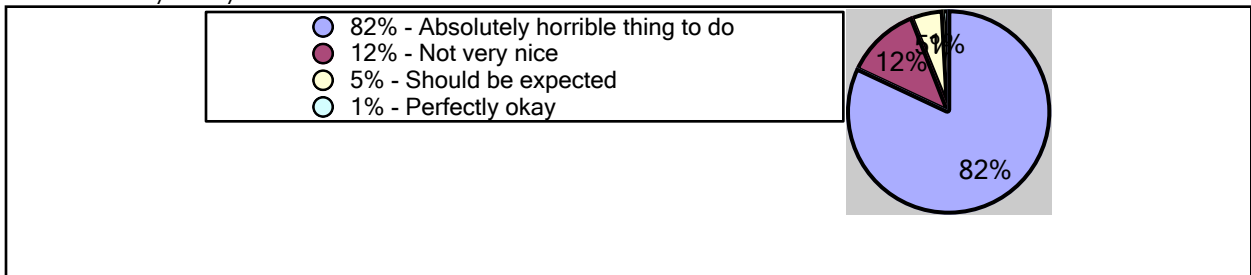
34. Which of these activities would you consider "digital abuse?"
    - Always telling the person how "hot" he or she is
    - Sending sexually suggestive messages

- Sending a sexually suggestive image
- Asking for a sexually suggestive image
- Forwarding the person's sexually suggestive image or messages to others
- Pressuring the person to provide a nude image
- Forwarding the person's nude image to others
- Threatening to forward the person's nude image to others
- Frequently texting
- Obsessively texting
- Demanding the password for the person's social networking profile
- Checking the person's private messages
- Telling the person who he or she cannot "friend"
- Telling the person who he or she cannot communicate with
- Pressuring the person to engage in "cyber sex"

Pressuring the person to provide a nude image - 87%
Pressuring the person to engage in cyber sex - 86%
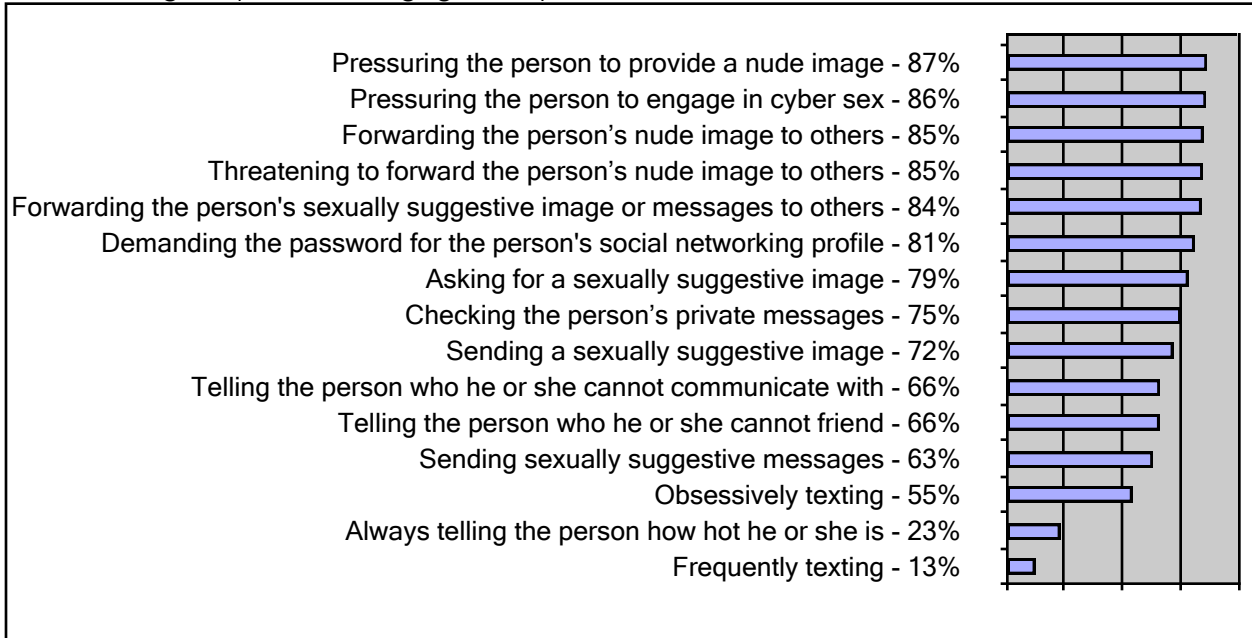Forwarding the person's nude image to others - 85%
Threatening to forward the person's nude image to others - 85%
Forwarding the person's sexually suggestive image or messages to others - 84%
Demanding the password for the person's social networking profile - 81%
Asking for a sexually suggestive image - 79%
Checking the person's private messages - 75%
Sending a sexually suggestive image - 72%
Telling the person who he or she cannot communicate with - 66%
Telling the person who he or she cannot friend - 66%
Sending sexually suggestive messages - 63%
Obsessively texting - 55%
Always telling the person how hot he or she is - 23%
Frequently texting - 13%

35. If you think that your friend is in a relationship with someone who is digitally abusively, what would you likely do?
- Ignore the situation, believing that my friend knows best
- Ignore the situation, believing that it is none of my business
- Discuss my concerns with my friend
- Discuss my concerns with the person my friend has a relationship with
- Make sure my friend ends this relationship
- Convince my friend to talk with an adult who can help
- Tell an adult, even if my friend says everything is okay

Discuss my concerns with my friend - 74%
Convince my friend to talk with an adult who can help - 44%
Tell an adult, even if my friend says everything is okay - 36%
Make sure my friend ends this relationship - 34%
Discuss my concerns with the person my friend has a relationship with - 25%
Ignore the situation, believing that it is none of my business - 9%
Ignore the situation, believing that my friend knows best - 7%
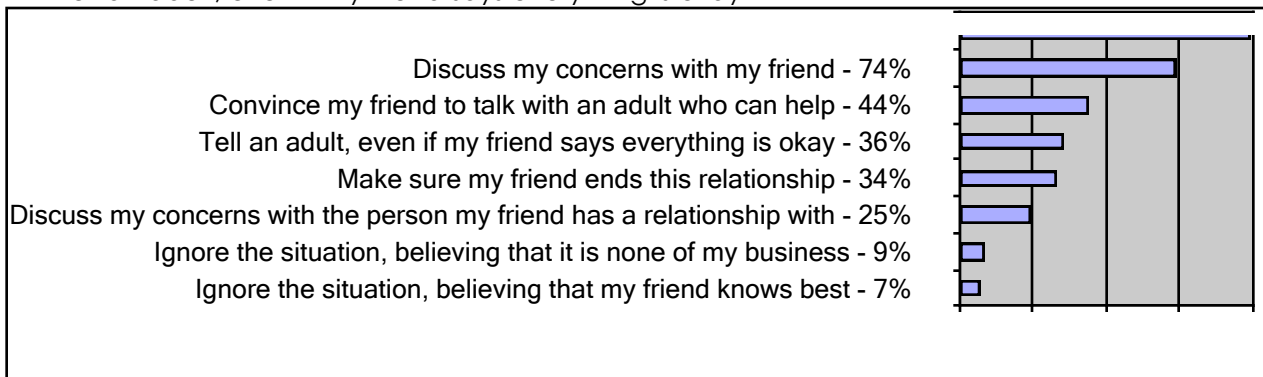
36. Which of the following raises "red flags" that a teen may be interacting with someone online who wants to sexually exploit him or her?
   • Is significantly older than the teen
   • Does not seem to have online friends his or her own age
   • Asks for or sends a sexy nude image
   • Always wants to talk about sex
   • Constant messaging or texting
   • Constantly tells the teen how "hot" he or she is
   • Offers gifts or opportunities
   • Is upset if the teen communicate with others
   • Promises to be the teen's best friend
   • Promises that if they get together in person things will be much better

Always wants to talk about sex - 88%
Asks for or sends a sexy nude image - 87%
Is significantly older than the teen - 82%
Does not seem to have online friends his or her own age - 73%
Promises that if they get together in person things will be better - 71%
Is upset if the teen communicate with others - 67%
Constantly tells the teen how hot he or she is - 61%
Offers gifts or opportunities - 60%
Promises to be the teen's best friend - 53%
Constant messaging or texting - 41%

37. If you think that your friend has been communicating with someone online who might sexually exploit your friend, what would you most likely do?
   • Ignore the situation, believing that my friend knows best
   • Ignore the situation, believing that it is none of my business
   • Discuss my concerns with my friend
   • Discuss my concerns with the person my friend has a relationship with
   • Make sure my friend ends this relationship
   • Convince my friend to talk with an adult who can help
   • Tell an adult, even if my friend says everything is okay

Discuss my concerns with my friend - 76%
Convince my friend to talk with an adult who can help - 50%
Make sure my friend ends this relationship - 45%
Tell an adult, even if my friend says everything is okay - 42%
Discuss my concerns with the person my friend has a relationship with - 23%
Ignore the situation, believing that my friend knows best - 7%
Ignore the situation, believing that it is none of my business - 6%
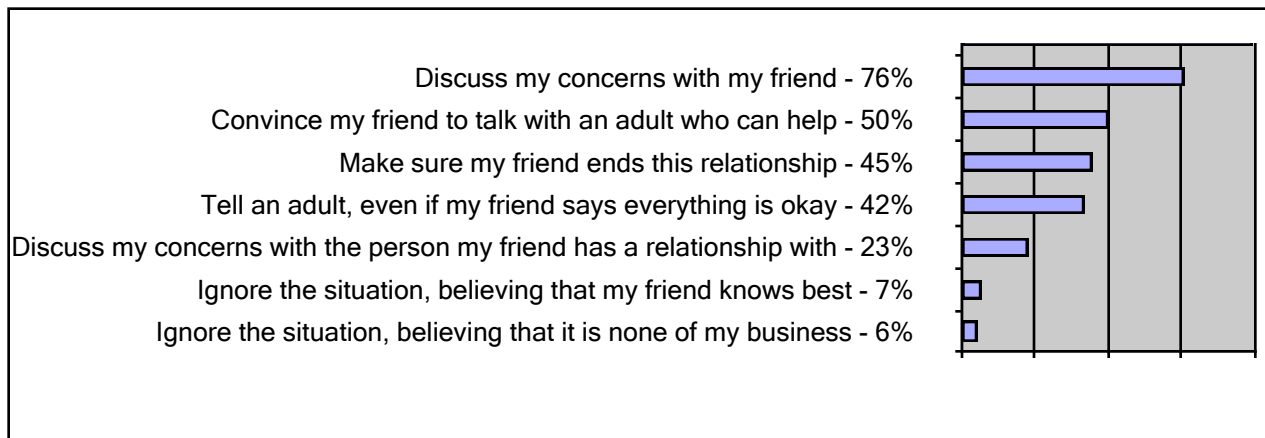
Negative Incidents Questions

These questions are asked separately, but the data should be reported in the slideshow sections for Embrace Civility and CyberRelate Safely. While the above questions are likely to have solicited "socially desirable responses," which is considered necessary to support a positive norms instructional approach, the following questions are designed specifically to obtain valid data on actual incidents.

In pilot testing, the responses on the actual negative incidents have been comparable to data obtained by other researchers, thus there is evidence of concurrent validity. However, note that compared to most surveys that ask about negative incidents, the questions in this section focused strongly on the degree of resiliency and effectiveness of response, as well as peer witness intervention.

It is strongly recommended that schools administer this survey every year, or perhaps every two years, and specifically focus on the degree to which its instructional program is effectively reducing the overall negative incidents, but far more importantly, decreasing distress, increasing the effectiveness of target responses, and increasing positive peer intervention.

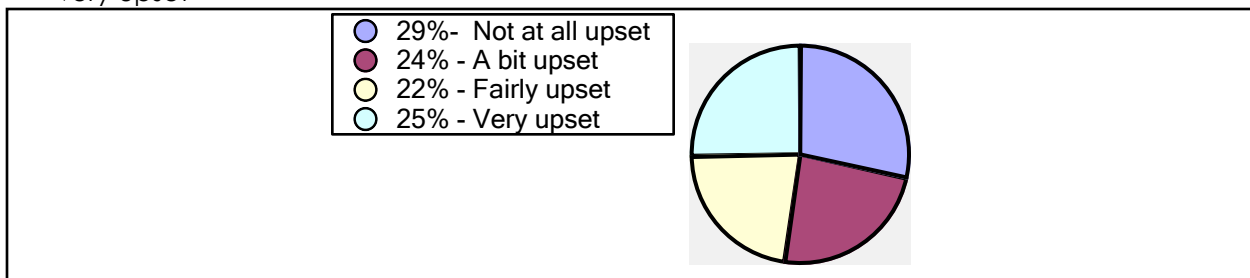38. In the last three months, has any of the following happened to you?
    • Hurtful messages were sent to me
    • Hurtful material about me was posted publicly online
    • Someone intentionally excluded me from participating in an online community
    • Someone impersonated me online to make me look bad
    • Personal material I had sent privately was forwarded to others to hurt me
    • Someone tricked me into providing personal material, which they used to hurt me
    • Someone sent or posted a threat that I would be hurt
    • None of this has happened to me (Please go the end of the page and click on <next>)

Hurtful messages were sent to me - 14%
Hurtful material about me was posted publicly online - 7%
Someone intentionally excluded me from participating in an online community - 6%
Someone impersonated me online to make me look bad - 4%
Personal material I had sent privately was forwarded to others to hurt me - 3%
Someone tricked me into providing personal material, which they used to hurt me - 3%
Someone sent or posted a threat that I would be hurt - 4%
None of this has happened to me - 81%
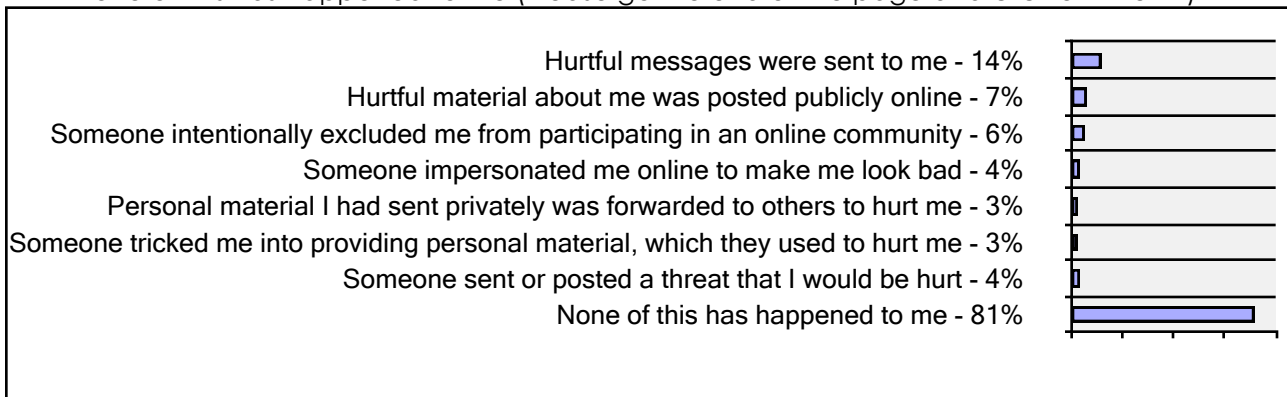
If you answered that any of these things happened, please answer the following questions on this page. If this happened more than once, think about the time that was most significant.
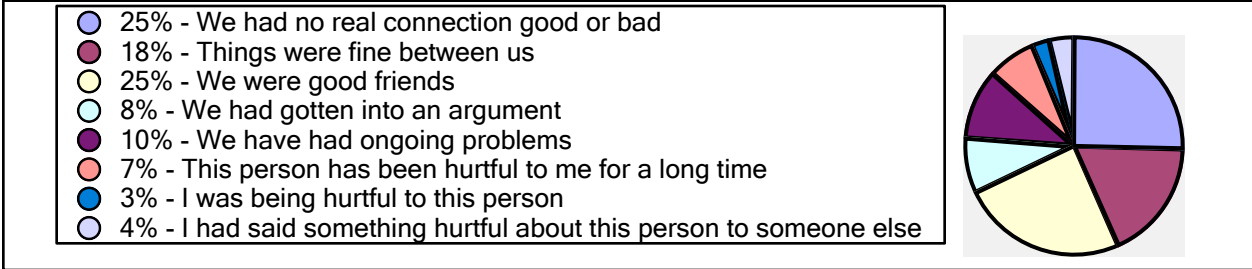
39. How upset were you?
    • Not at all upset
    • A bit upset
    • Fairly upset
    • Very upset

29%- Not at all upset
24% - A bit upset
22% - Fairly upset
25% - Very upset

40. What best describes your relationship before this happened?
    - We had no real connection good or bad
    - Things were fine between us
    - We were good friends
    - We had gotten into an argument
    - We have had ongoing problems
    - This person has been hurtful to me for a long time
    - I was being hurtful to this person
    - I had said something hurtful about this person to someone else
    - I had no idea who this person was

    - 25% - We had no real connection good or bad
    - 18% - Things were fine between us
    - 25% - We were good friends
    - 8% - We had gotten into an argument
    - 10% - We have had ongoing problems
    - 7% - This person has been hurtful to me for a long time
    - 3% - I was being hurtful to this person
    - 4% - I had said something hurtful about this person to someone else

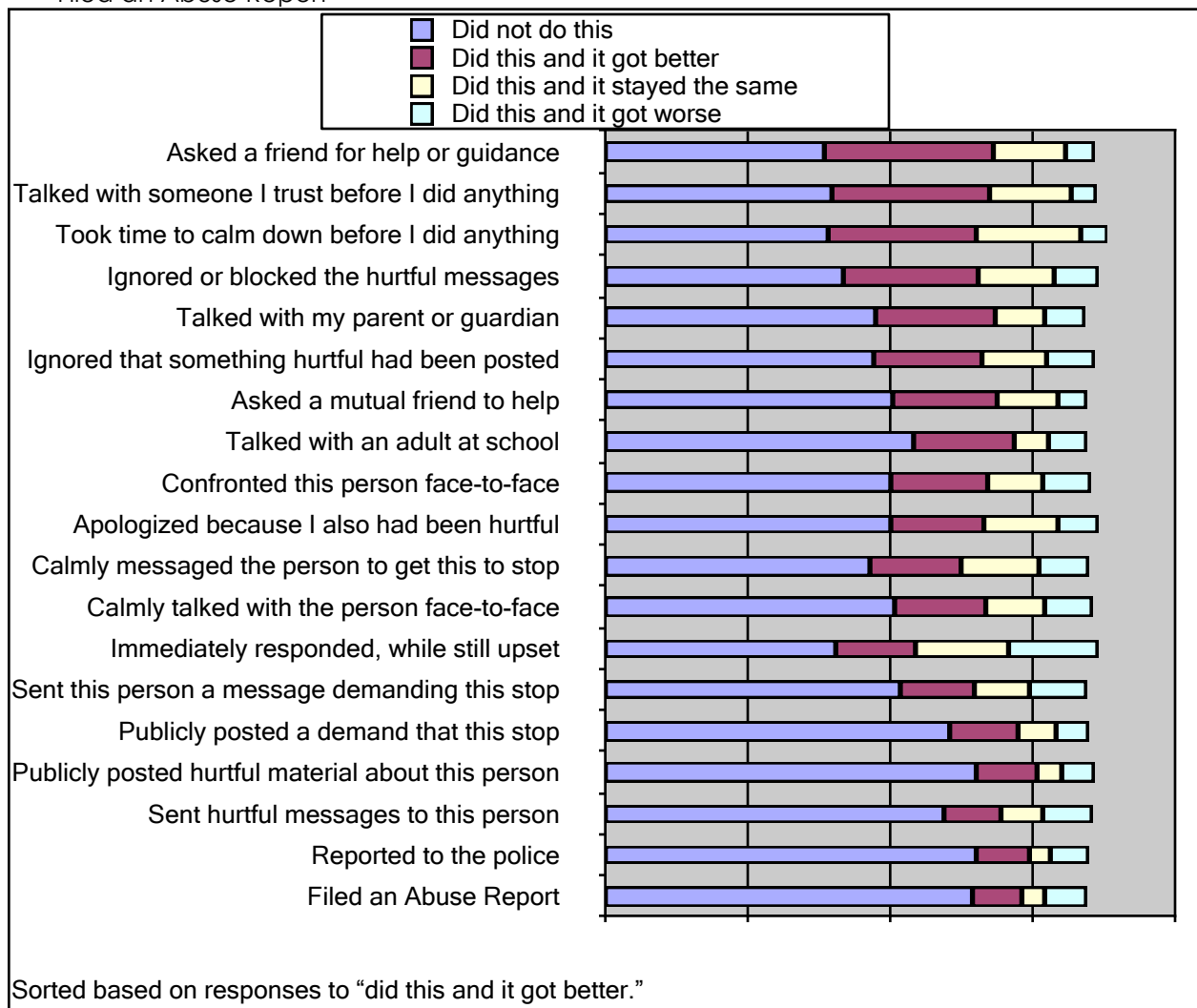41. How effective did you feel in getting this to stop by yourself?
    - I was easily able to get this to stop by myself
    - It was challenging, but possible, to get this to stop by myself
    - It was very difficult to get this to stop by myself
    - I felt powerless to get this to stop by myself

    - 42% - I was easily able to get this to stop by myself
    - 29% - It was challenging, but possible, to get this to stop by myself
    - 14% - It was very difficult to get this to stop by myself
   - 16% - I felt powerless to get this to stop by myself
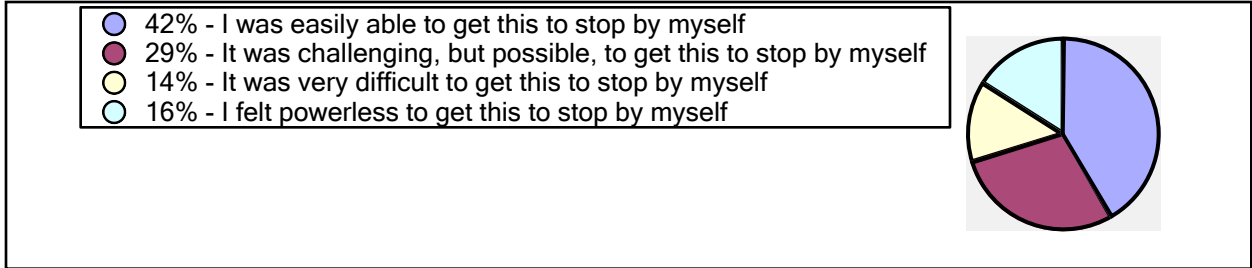
42. What did you do and how effective was this?
    - Did not do this
    - Did this and it got better
    - Did this and it stayed the same
    - Did this and it got worse
    - Took time to calm down before I did anything
    - Immediately responded, while still upset
    - Talked with someone I trust before I did anything
    - Apologized because I also had been hurtful
    - Ignored or blocked the hurtful messages
    - Saved the evidence
    - Ignored that something hurtful had been posted
    - Calmly talked with the person face-to-face
    - Calmly messaged the person
    - Confronted this person face-to-face
    - Sent this person a message demanding this stop
    - Publicly posted a demand that this stop
    - Sent hurtful messages to this person
    - Publicly posted hurtful material about this person
    - Asked a friend for help or guidance
    - Asked a mutual friend to help

- Talked with my parent or guardian
- Talked with an adult at school
- Reported to the police
- Filed an Abuse Report

Legend:
- Did not do this
- Did this and it got better
- Did this and it stayed the same
- Did this and it got worse

Category
Asked a friend for help or guidance
Talked with someone I trust before I did anything
Took time to calm down before I did anything
Ignored or blocked the hurtful messages
Talked with my parent or guardian
Ignored that something hurtful had been posted
Asked a mutual friend to help
Talked with an adult at school
Confronted this person face-to-face
Apologized because I also had been hurtful
Calmly messaged the person to get this to stop
Calmly talked with the person face-to-face
Immediately responded, while still upset
Sent this person a message demanding this stop
Publicly posted a demand that this stop
Publicly posted hurtful material about this person
Sent hurtful messages to this person
Reported to the police
Filed an Abuse Report

Sorted based on responses to "did this and it got better."

43. In the last three months, has someone who you were (or are) dating done any of the following?
- Obsessively texted you
- Checked your private messages without your permission
- Demanded your password
- Did not let you communicate with anyone else
- Constantly sent you hurtful messages
- Pressured you to provide a nude image
- Forwarded a nude image of you to others
- Threatened to forward a nude image of you
- Pressured you to engage in "cyber sex"
- Digitally stalked you
- This has not happened to me (Please go to the end of the page and click on <next>)

Obsessively texted you - 9%
Checked your private messages without your permission - 5%
Demanded your password - 3%
Did not let you communicate with anyone else - 4%
Constantly sent you hurtful messages - 3%
Pressured you to provide a nude image - 5%
Forwarded a nude image of you to others - 2%
Threatened to forward a nude image of you - 2%
Digitally stalked you - 4%
Digitally stalked you - 4%
This has not happened to me - 84%
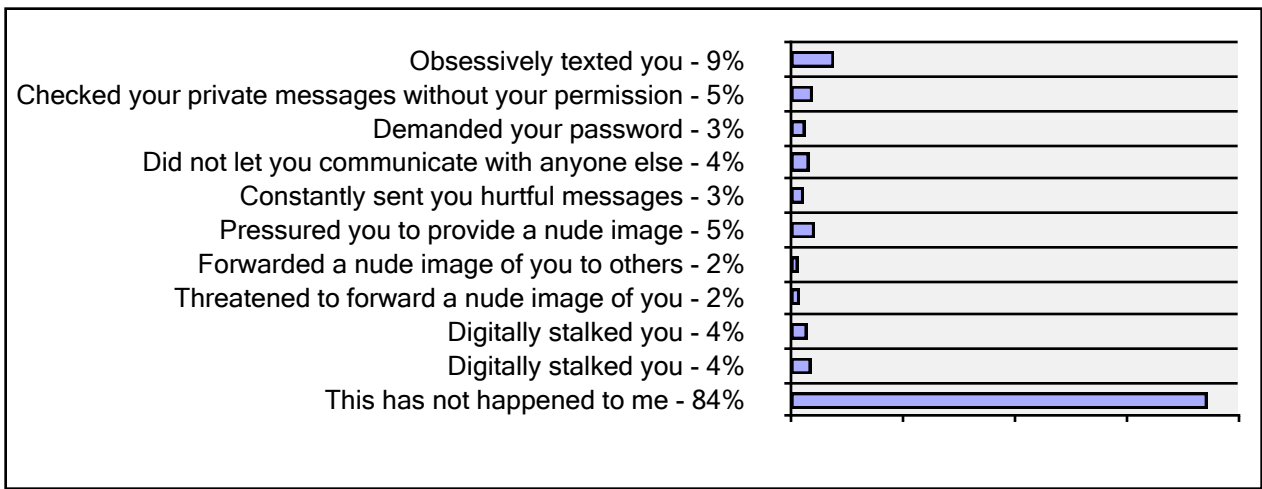
44. How upset were (or are) you?
    • Not at all upset
    • A bit upset
    • Fairly upset
    • Very upset

44% - Not at all upset
27% - A bit upset
15% - Fairly upset
14% - Very upset
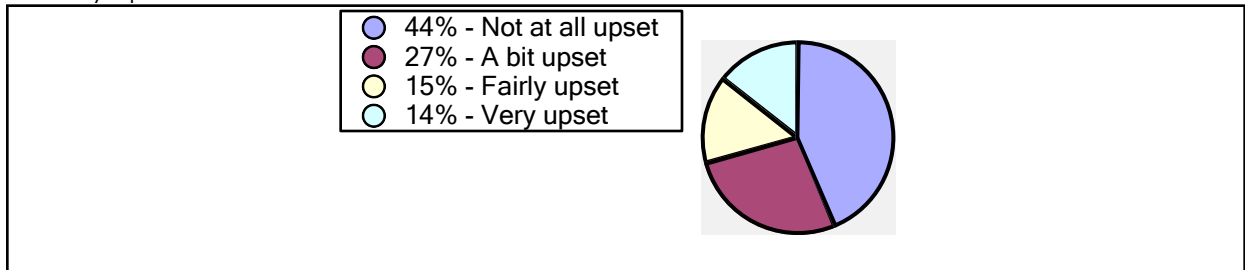
45. How effective did (or do) you feel in dealing with this by yourself?
    • I do not feel there is anything necessary to do
    • I was easily able to deal with this by myself
    • It was challenging, but possible, to deal with this by myself
    • It was very difficult to deal with this by myself
    • I felt powerless to deal with this by myself

37% - I do not feel there is anything necessary to do
30% - I was easily able to deal with this by myself
19% - It was challenging, but possible, to deal with this by myself
4% - It was very difficult to deal with this by myself
9% - I felt powerless to deal with this by myself
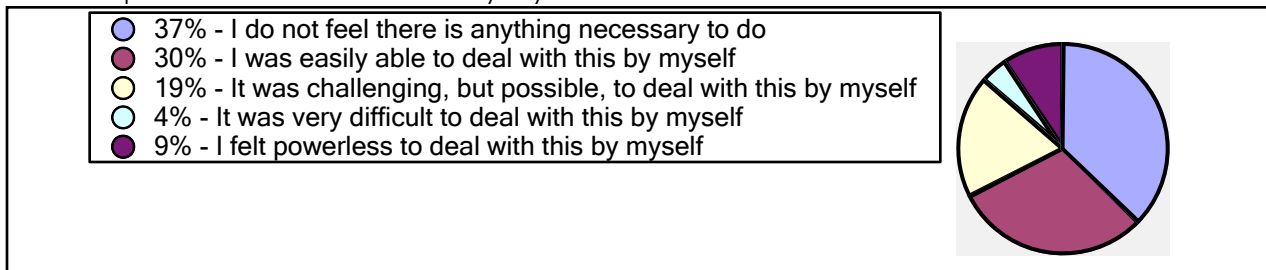
46. In the last three months, have you digitally communicated with someone who did the following?
    • Sent you an unwanted sexual message
    • Sent you an unwanted nude image
    • Requested that you provide a nude image
    • Pressured you to provide a nude image
    • Threatened to distribute your nude image
    • Pressured you to talk about sexual activities
    • Pressured you to engage in "cyber sex"

- Pressured you to get together for sex
- Threatened to harm you if you didn't get together
- This has not happened to me (Please go to the end of the page and click on <next>)

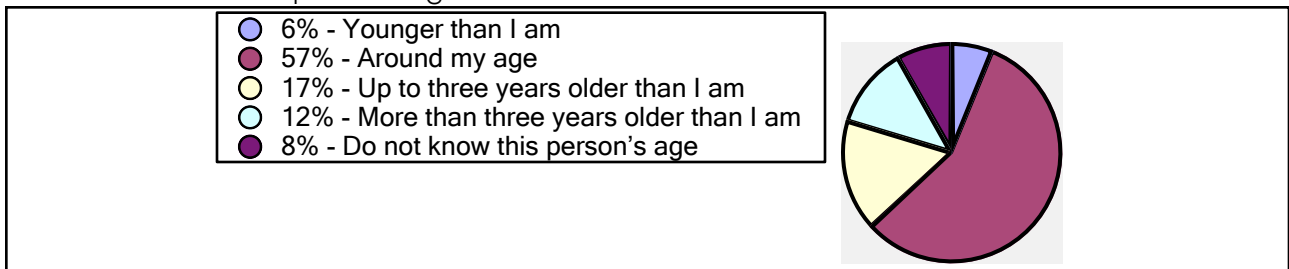|	
Sent you an unwanted sexual message - 7%	
Sent you an unwanted nude image - 5%	
Requested that you provide a nude image - 9%	
Pressured you to provide a nude image - 5%	
Threatened to distribute your nude image - 2%	
Pressured you to talk about sexual activities - 5%	
Pressured you to engage in cyber sex - 3%	
Pressured you to get together for sex - 5%	
Threatened to harm you if you didn't get together - 2%	
This has not happened to me - 86%	
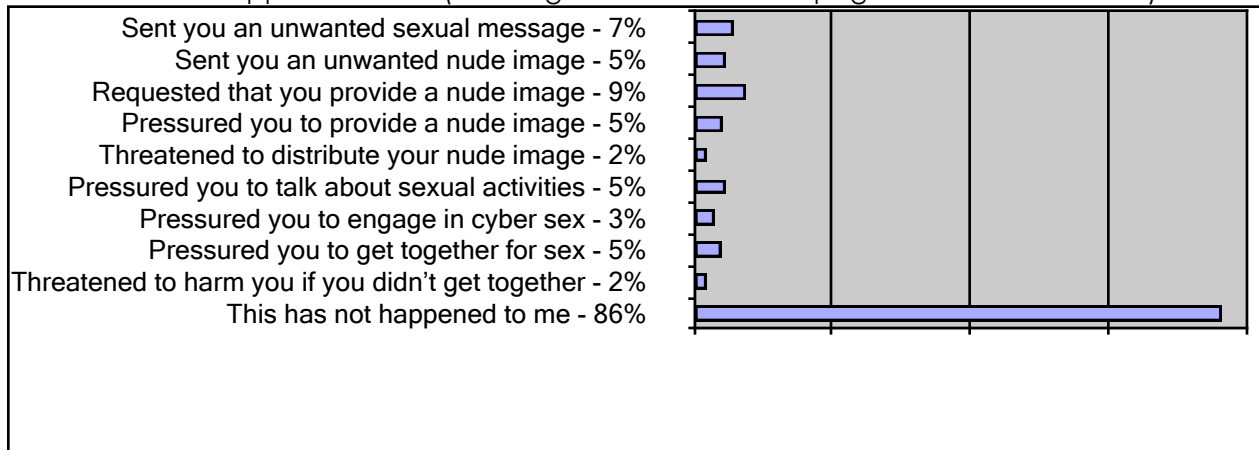
47. How did you come into contact with this person?
    - We met online
    - We knew each other from school
    - We knew each other from the community
    - Met through a friend who knew this person face-to-face
    - Met through a friend who had met this person online

    - 28% - We met online
    - 44% - We knew each other from school
    - 14% - We knew each other from the community
    - 9% - Met through a friend who knew this person face-to-face
    - 5% - Met through a friend who had met this person online
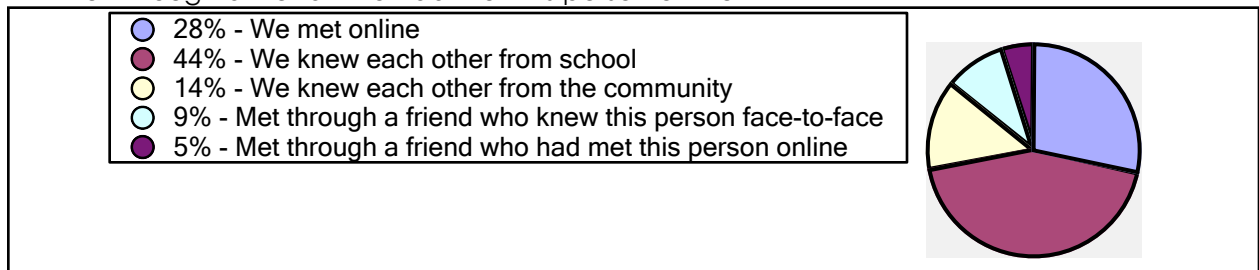
48. How old was this person?
    - Younger than I am
    - Around my age
    - Up to three years older than I am
    - More than three years older than I am
   - Do not know this person's age

    - 6% - Younger than I am
    - 57% - Around my age
    - 17% - Up to three years older than I am
    - 12% - More than three years older than I am
    - 8% - Do not know this person's age

49. How upset were you?
    - Not at all upset
    - A bit upset
    - Fairly upset
    - Very upset

○ 36% - Not at all upset	
● 33% - A bit upset	
○ 18% - Fairly upset	
○ 12% - Very upset	
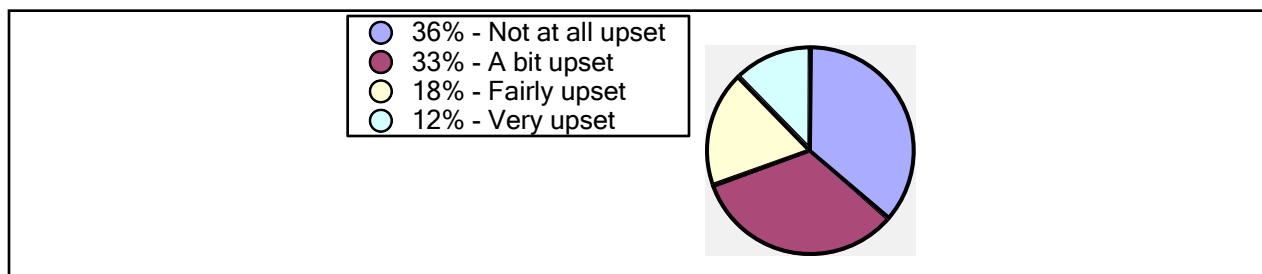
50. How effective did you feel in responding?
    - I was easily able to respond by myself
    - It was challenging, but possible, to respond by myself
    - It was very difficult to respond by myself
   - I felt powerless to respond by myself

○ 66% - I was easily able to respond by myself	
● 16% - It was challenging, but possible, to respond by myself	
○ 9% - It was very difficult to respond by myself	
○ 10% - I felt powerless to respond by myself	
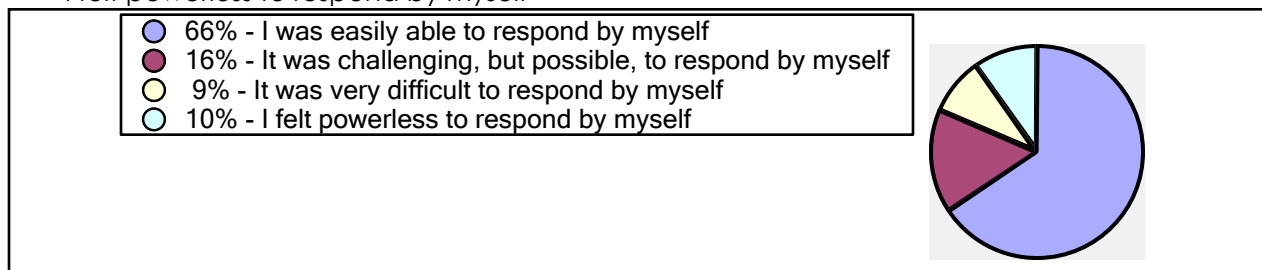
51. What best describes what you did?
    - Did what this person told or asked me to do
    - Did what this person told me to do for a while, then realized the danger and got away by myself
    - Did what this person told me to do for a while, then realized the danger and got help
    - Immediately got away by myself
    - Immediately got help

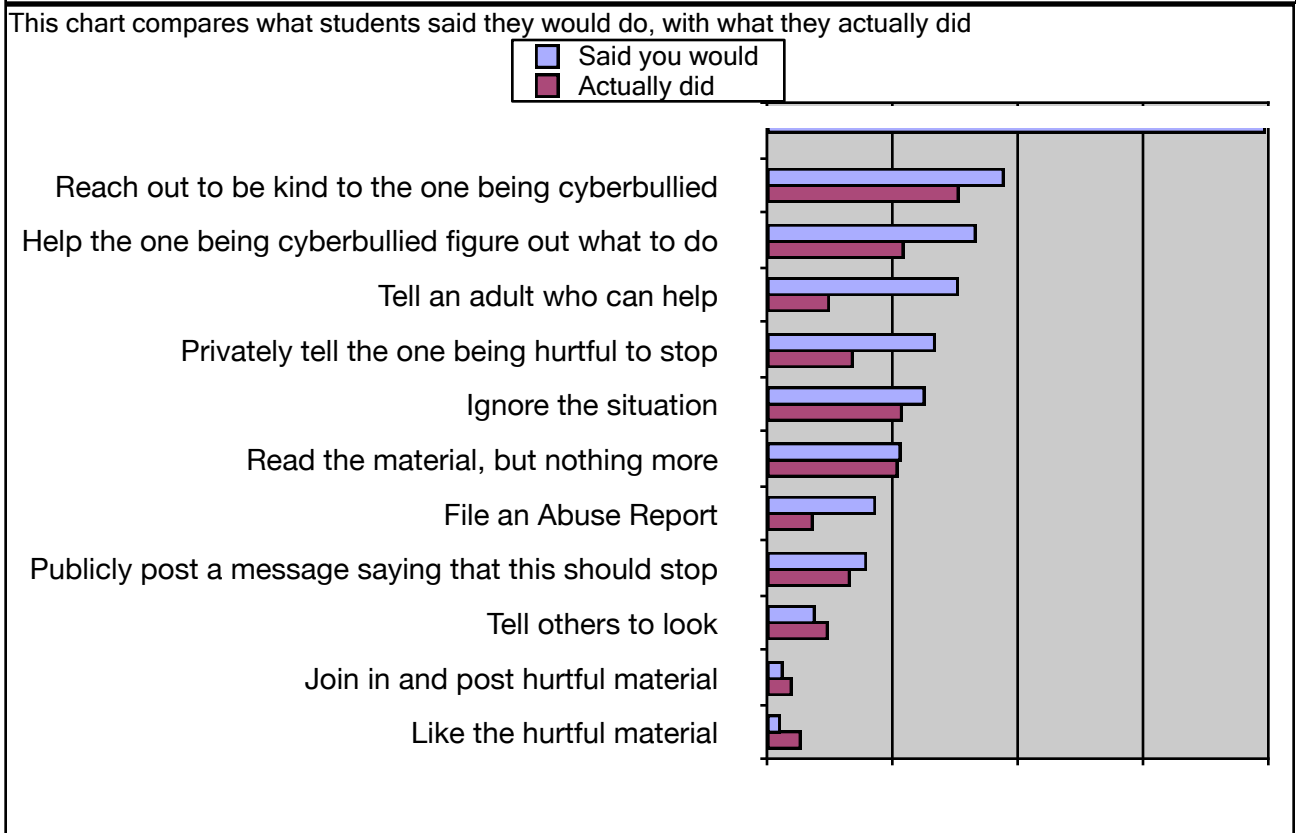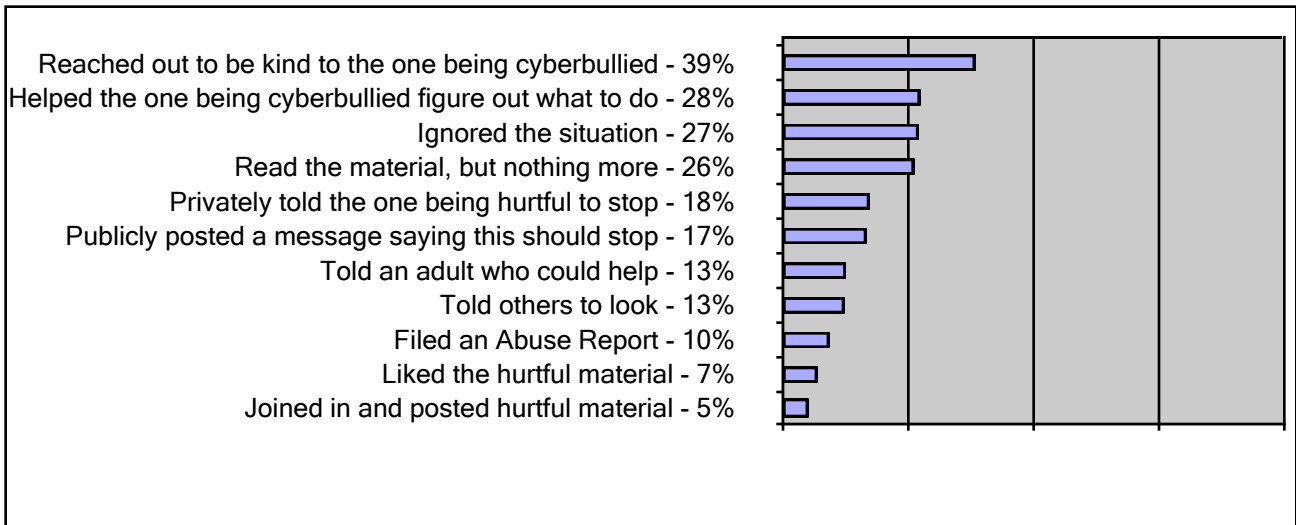|	
○ 18% - Did what this person told me to do	
● 15% - Did what this person told me to do for a while, then realized the danger and got away by myself	
○ 3% - Did what this person told me to do for a while, then realized the danger and got help	
○ 57% - Immediately got away by myself	
● 7% - Immediately got help	

52. In the last three months, have you seen someone you know being cyberbullied?
    - Yes (please answer the next question)
   - No (please skip the next question)

26% - Yes
74% - No
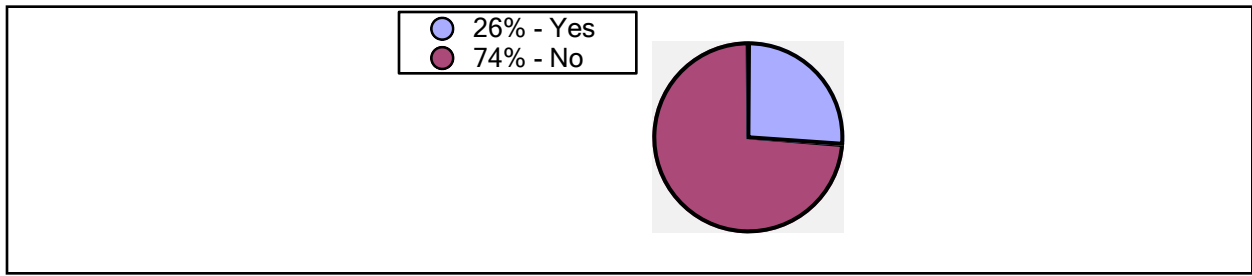
53. What did you do when you saw that someone was being cyberbullied?
    • Joined in and posted hurtful material
    • "Liked" the hurtful material
    • Told others to look
    • Read the material, but nothing more
    • Ignored the situation
    • Reached out to be kind to the one being cyberbullied
    • Helped the one being cyberbullied figure out what to do
    • Privately told the one being hurtful to stop
    • Publicly posted a message saying this should stop
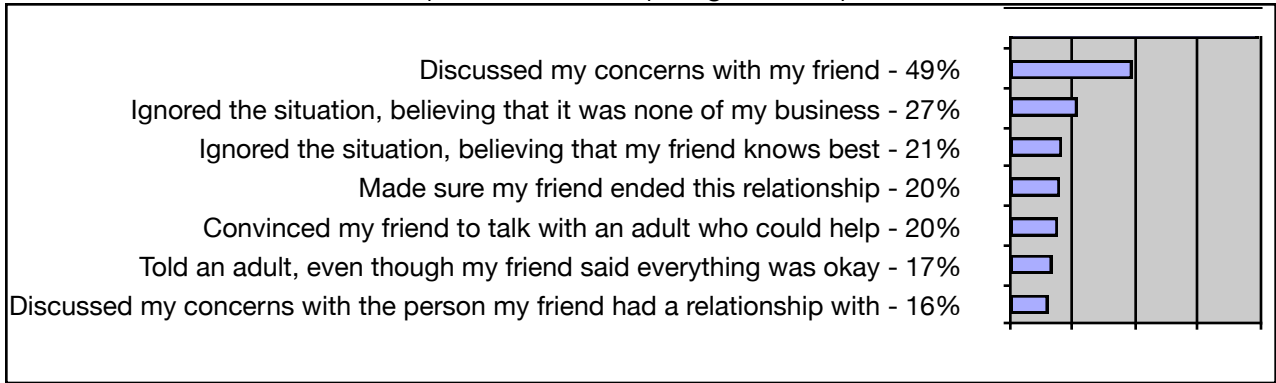   • Told an adult who could help
    • Filed an Abuse Report

Reached out to be kind to the one being cyberbullied - 39%
Helped the one being cyberbullied figure out what to do - 28%
Ignored the situation - 27%
Read the material, but nothing more - 26%
Privately told the one being hurtful to stop - 18%
Publicly posted a message saying this should stop - 17%
Told an adult who could help - 13%
Told others to look - 13%
Filed an Abuse Report - 10%
Liked the hurtful material - 7%
Joined in and posted hurtful material - 5%

This chart compares what students said they would do, with what they actually did

Said you would
Actually did

Reach out to be kind to the one being cyberbullied

Help the one being cyberbullied figure out what to do

Tell an adult who can help

Privately tell the one being hurtful to stop

Ignore the situation

Read the material, but nothing more

File an Abuse Report

Publicly post a message saying that this should stop

Tell others to look

Join in and post hurtful material

Like the hurtful material

54. In the last three months, have you noticed that a friend was involved with a person who was being digitally abusive?
- Yes (please answer the next question)
- No (please skip the next question)
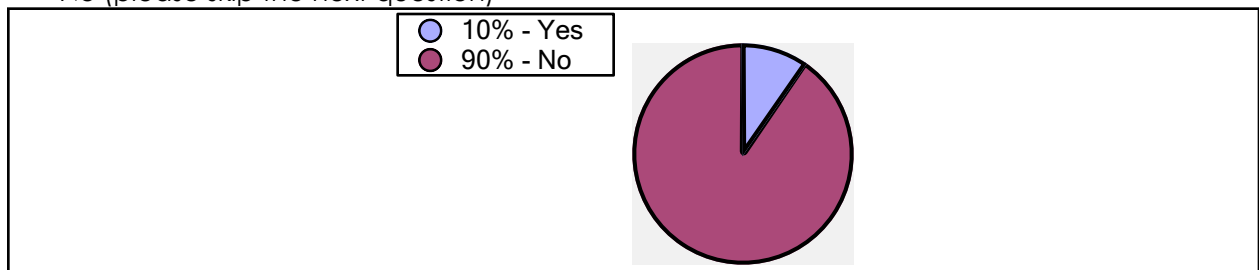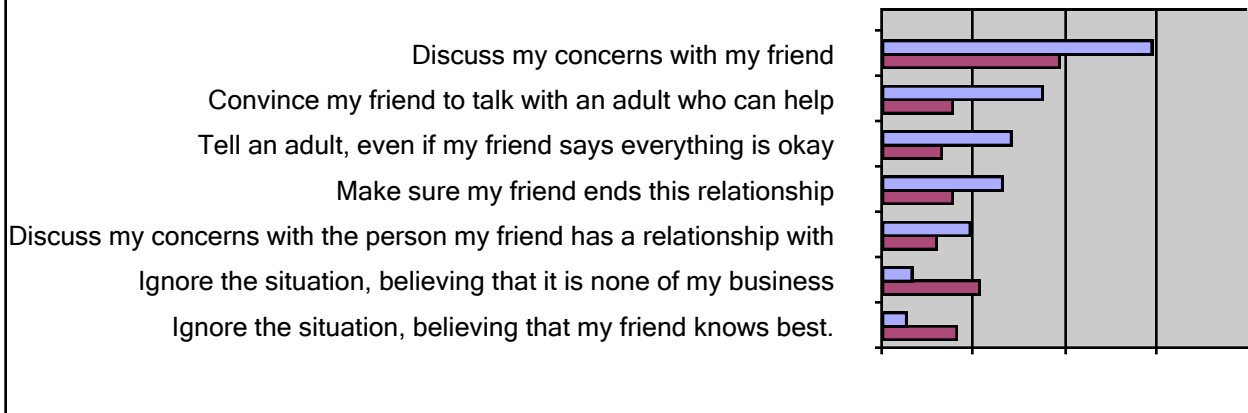
10% - Yes
90% - No

55. What did you do?
    - Ignore the situation, believing my friend knows best
    - Ignored the situation, believing it was none of my business
    - Discussed my concerns with my friend
    - Discussed my concerns with the person my friend had a relationship with
    - Made sure my friend ended this relationship
    - Convinced my friend to talk with an adult who could help
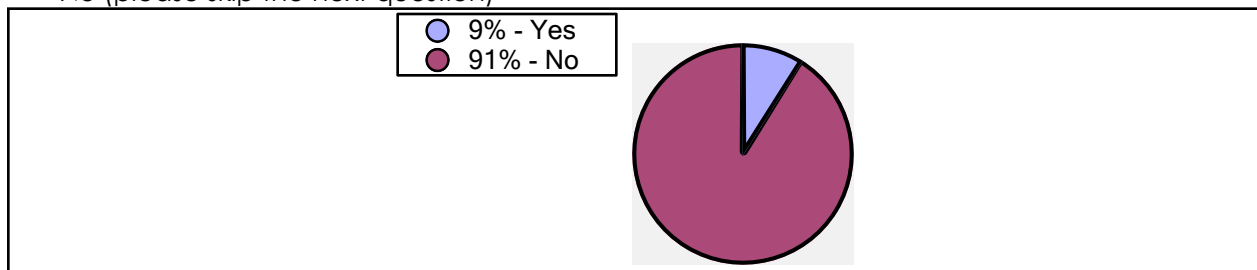   - Told an adult, even when my friend said everything was okay

Discussed my concerns with my friend - 49%
Ignored the situation, believing that it was none of my business - 27%
Ignored the situation, believing that my friend knows best - 21%
Made sure my friend ended this relationship - 20%
Convinced my friend to talk with an adult who could help - 20%
Told an adult, even though my friend said everything was okay - 17%
Discussed my concerns with the person my friend had a relationship with - 16%

This chart compares what students said they would do, with what they actually did.

Said you would
Actually did

Discuss my concerns with my friend
Convince my friend to talk with an adult who can help
Tell an adult, even if my friend says everything is okay
Make sure my friend ends this relationship
Discuss my concerns with the person my friend has a relationship with
Ignore the situation, believing that it is none of my business
Ignore the situation, believing that my friend knows best.

56. In the last three months has a friend had interactions online with someone who you feared wanted to sexually exploit your friend?
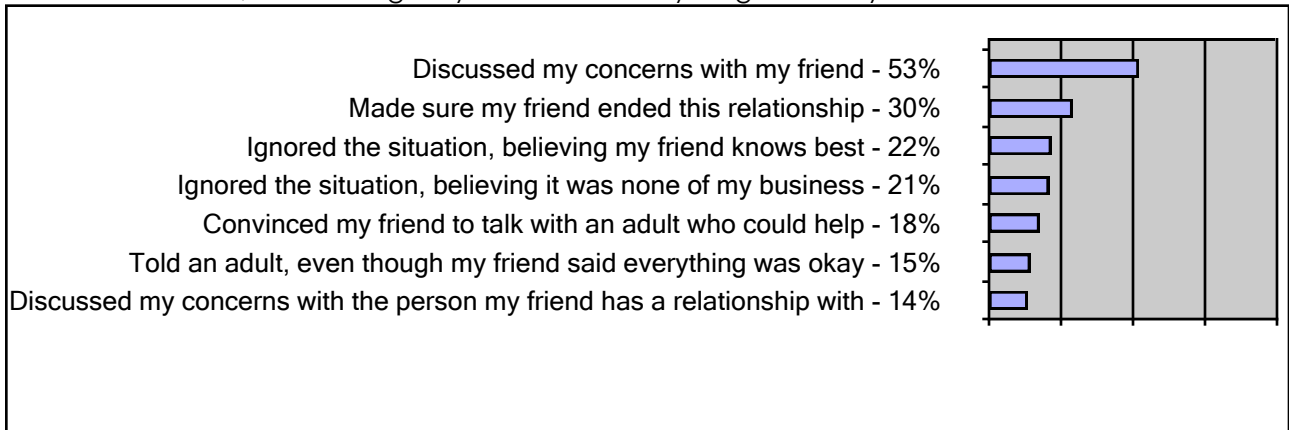   - Yes (please answer the next question)
   - No (please skip the next question)

9% - Yes
91% - No

57. What did you do?
    - Ignored the situation, believing my friend knows best
    - Ignored the situation, believing it was none of my business

- Discussed my concerns with my friend
- Discussed my concerns with the person my friend has a relationship with
- Made sure my friend ended this relationship
- Convinced my friend to talk with an adult who could help
- Told an adult, even though my friend said everything was okay

Discussed my concerns with my friend - 53%
Made sure my friend ended this relationship - 30%
Ignored the situation, believing my friend knows best - 22%
Ignored the situation, believing it was none of my business - 21%
Convinced my friend to talk with an adult who could help - 18%
Told an adult, even though my friend said everything was okay - 15%
Discussed my concerns with the person my friend has a relationship with - 14%

This chart compares what students said they would do, with what they actually did.

Said you would
Actually did

Discuss my concerns with my friend
Convince my friend to talk with an adult who can help
Make sure my friend ends this relationship
Tell an adult, even if my friend says everything is okay
Discuss my concerns with the person my friend has a relationship with
Ignore the situation, believing that my friend knows best
Ignore the situation, believing that it is none of my business
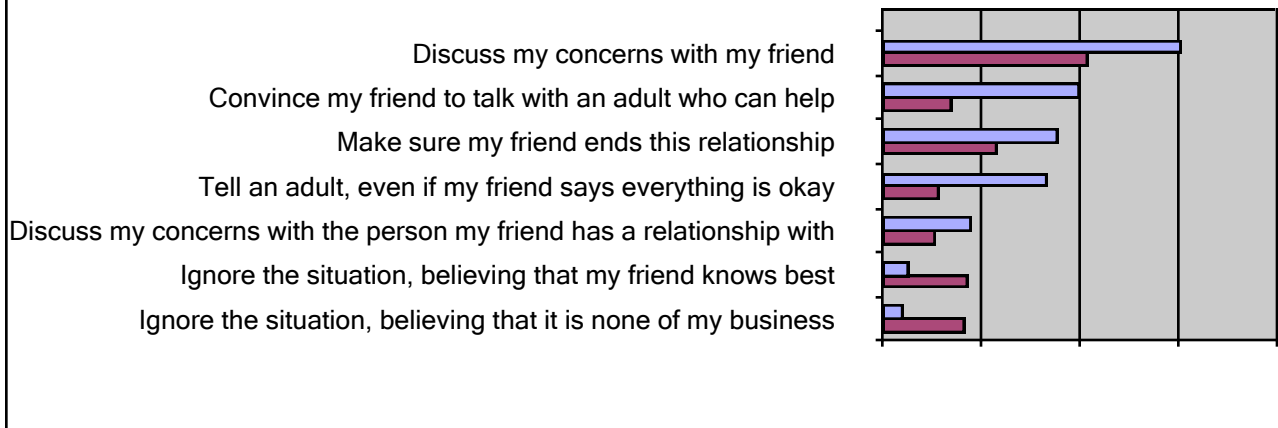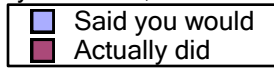
Cyber Savvy Instructional Objectives
& Survey Questions

5th - 8th Grade

This Survey is similar to the prior survey, however it omits or modifies some of the questions related to cyber relationships and has moved these questions to the Wisely. Schools will need to determine which survey will be best to serve their specific community and students' interests.

Introduction

1. What grade in school are you?
   - 5th grade
   - 6th grade
   - 7th grade
   - 8th grade

Remember, What You Do Reflects on You

No changes.

Think Before You Post

No Changes.

Wisely Connect

The main difference between the 5th - 8th grade survey and the 7th - 12th grade survey is evident in this section. Several of the questions from Cyberdate Safely section have been moved to this section and have been worded in a manner that is less explicit.

Instructional Objectives

- Students will describe basic safety practices for considering whether they will interact with people through both public and private communications. Students will know the importance of limiting communications in personal communication environments to only people who they know or a trusted friend knows in person.

- Students will express personal standards for making decisions on entering into or continuing "friendship" relationships with other people who appear to be making "bad choices" in their life. Students will recognize the need to discontinue communications with anyone who acts in a manner that causes them to feel uncomfortable or engages in hurtful behavior.

- Students will identify the protective features that are provided on the popular sites, and explain how these features give them control over who can access their information or send messages. Students will express personal standards to safely guide their use of these features.

- Students will recognize what kinds of digital actions are considered bothersome digital behavior by their peers. Students will recognize that it is appropriate to discontinue a "friendship" link with people who behave this way and that if they do this, others may "unfriend them." Such behaviors might include: Is always arguing with people and creating "drama." Lies a lot. Material discloses he or she makes bad choices. Discloses too much personal information. Sexually provocative images. Is always complaining. Constant status updates about unimportant stuff. Uses the "Like" button on

products, which results in advertisements sent to you. Makes hurtful comments about others. Constantly sends quizzes or game invites. Posts sexually suggestive comments on your images. Encourages people to do things that might be fun, but could be risky. Is always bragging.

- Students will recognize the potential risks of meeting in person with someone whom they have gotten to know online. (Note: For this age student, meeting in person is not recommended.)

- Students will recognize the risks associated with asking for, creating, or disseminating nude images.

- Students will recognize the potential harm to their friends from risky, abusive, or exploitive relationships, demonstrate skills in communicating to a friend how such involvement could lead to harm, and recognize the need to report serious situations to a trusted adult.

Survey Questions

16. How often have you seen students at your school make "friendship" connections in ways that you think are likely not safe?
    - Often
    - Sometimes
    - Seldom
    - Never

17. Who will you "friend" on your social networking account?
    - Someone I know face-to-face and like
    - Someone I know face-to-face, but not very well
    - Someone a trusted friend of mine knows and likes
    - Someone who a friend of mine has "friended," but does not know face-to-face
    - Someone I met online doing activities
    - Someone who sent me a friendship request or message, but we have no other connection

18. How do you think teens should set the privacy settings on sites like Facebook?
    - Restrict access to only those people who they have specifically "friended"
    - Allow access to people who are "friends" with the people they have "friended"
    - Allow public access

19. How do you think teens should set the privacy settings on a networking sites like Twitter?
    - Public, that is accessible to anyone
    - Private, that is accessible only to approved followers

20. If you do not know someone very well, what things are important to you in deciding whether to communicate with this person online? (Check three)
    - What this person has posted about him or herself
    - His or her friends
    - Why this person appears to be interested in me
    - Whether what this person says fits in with what else I know about him or her
    - My "gut" reaction
    - What my friends think
    - What my parent or guardian thinks

21. What things might someone do that would make you decide to "unfriend" that person?

22. If you were interacting with someone using digital technologies who you thought might be dangerous, what would you do?
    - Do what the person tells me or asks me to do
    - Just ignore the person
    - "Unfriend" this person
    - Block this person from communicating with me
    - File an Abuse Report
    - Tell an adult if I have difficulties dealing with this person
    - Tell an adult even if I do not have difficulties with this person

23. How likely is it that you would meet face-to-face with a person you had gotten to know online?
   • Very likely
   • Possibly
   • Unlikely
   • Not at all likely

24. What would you likely do if someone asked you to send him or her a nude image?
   • I would not send a nude image to someone.
   • I would only send a nude image if I thought I could totally trust this person.
   • I would only send a nude image if I really wanted to date this person.
   • I would try to figure out if I could trust this person before I sent a nude image.
   • I would send a nude image.

25. What would you likely do if you received a nude image of a student at your school?
   • Keep it, but not send it to anyone.
   • Forward it to a few friends.
   • Forward it to lots of people.
   • Delete it.
   • Report it to an adult.

26. If you think that your friend has been communicating with someone online who might be dangerous, what would you do?
   • Ignore the situation, believing that my friend knows best
   • Ignore the situation, believing that it is none of my business
   • Discuss my concerns with my friend
   • Discuss my concerns with the person my friend has a relationship with
   • Suggest my friend think seriously about his/her own motivations related to this relationship
   • Make sure my friend ends this relationship
   • Convince my friend to talk with an adult who can help
   • Tell an adult, even if my friend says everything is okay

Embrace Civility

No changes.

Needs Assessment & Evaluation Questions

32. In the last three months, has any of the following happened to you?
   • Hurtful messages were sent to me
   • Hurtful material about me was posted online
   • Someone intentionally excluded me from participating in an online community
   • Someone impersonated me online to make me look bad
   • Personal information or an image I had sent privately to someone was forwarded to others to hurt me
   • Someone tricked me into providing personal information or an image, which they then used to hurt me
   • Someone sent or posted a threat that I would be hurt
   • None of this has happened to me (Please go the end of the page and click on <next>)

If you answered that any of these things happened, please answer the following questions on this page. If this happened more than once, think about the time that was most significant.

33. How upset were you by this incident?
   • Not at all upset
   • A bit upset
   • Fairly upset
   • Very upset

34. What best describes your relationship before this happened?

- We had no real connection good or bad
- Things were fine between us
- We were good friends
- We had gotten into an argument
- We have had ongoing problems
- This person has been hurtful to me for a long time
- I was being hurtful to this person
- I had said something hurtful about this person to someone else

35. How effective did you feel in getting this to stop by yourself?
    - I was easily able to get this to stop by myself
    - It was challenging, but possible, to get this to stop by myself
    - It was very difficult to get this to stop by myself
    - I felt powerless to get this to stop by myself

36. What did you do how effective was this?
    - Did not do this
    - Did this and it got better
    - Did this and it stayed the same
    - Did this and it got worse
    - Took time to calm down before I did anything
    - Immediately responded, while still upset
    - Talked with someone I trust before I did anything
    - Apologized because I also had been hurtful
    - Ignored or blocked the hurtful messages
    - Ignored that something hurtful about me had been posted
    - Calmly talked with the person face-to-face to get this to stop
    - Calmly messaged the person to get this to stop
    - Confronted this person face-to-face demanding this stop
    - Sent this person a message demanding this stop
    - Publicly posted a demand that this stop
    - Sent hurtful messages to this person
    - Publicly posted hurtful material about this person
    - Asked a friend for help or guidance
    - Asked a mutual friend to help resolve the conflict
    - Talked with my parent or guardian
    - Talked with an adult at school
    - Reported to the police
    - Filed an Abuse Report

37. In the last three months, have you communicated with someone who made you feel uncomfortable because he or she was talking about sexual activities or asked you to do something sexual, like sent you a nude image or asked you to provide a nude image?

38. What best describes how you responded?
    - Did what this person told me to do
    - Did what this person told me to do for a while, then realized the danger and got out of the situation by myself
    - Did what this person told me to do for a while, then realized the danger and got help
    - Immediately got out of the situation by myself
    - Immediately got help

39. In the last three months, have you seen someone being cyberbullied?
    - Yes (please answer the next question)
    - No (please skip the next question)

40. What did you do when you saw that someone was being cyberbullied?
    - Joined in and posted hurtful material
    - "Liked" the hurtful material

- Told others what was happening, but nothing more
- Read the material, but nothing more
- Ignored the situation
- Reached out to be kind to the person being cyberbullied
- Helped the person being cyberbullied figure out what to do
- Privately told the person being hurtful to stop
- Publicly posted a message saying that this should stop
- Told an adult who could help
- Filed an Abuse Report

41. In the last three months, have you noticed that a friend was involved online with a person who is abusive or possibly not safe?
- Yes (please answer the next question)
- No (please skip the next question)

42. What did you do?
- Ignore the situation, believing my friend knows best
- Ignored the situation, believing it was none of my business
- Discussed my concerns with my friend
- Discussed my concerns with the person my friend had a relationship with
- Suggested my friend think seriously about his/her own motivations related to this relationship
- Made sure my friend ended this relationship
- Convinced my friend to talk with an adult who could help
- Told an adult, even when my friend said everything was okay

43. What were your thoughts when completing this survey?

If you are completing this survey from home as an assignment, please answer the following question, then print off this page only. Then write your name on this page and turn it in to your teacher.

Converting Data into Charts

Schools may implement this survey in a variety of ways, so this guidance is general. If a school uses a survey program such as Survey Monkey, the data can be downloaded into a spreadsheet program, such as Excel or Numbers. I used Numbers to create the above charts.

The three chart forms that are used are: pie chart, bar chart, and stacked bar chart.

Pie charts are established without any challenges. For the stacked bar charts, it is necessary to set the column direction accurately to yield the appropriate chart.

In Numbers, the bar charts did not look accurate because they did not extend to 100%. The way I handled this was to add a column at the top with 100% as the value. Then I created a white rectangle with no borders to mask this row. Here is an example:

Add a row and add 100%.

Create bar chart.

Create a square shape, make it white, move it over the top row, also remove the border on the square (not done in this example).